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International secondary teaching and learning resources 2021



Building Brighter Futures **Together**

Brighter Thinking

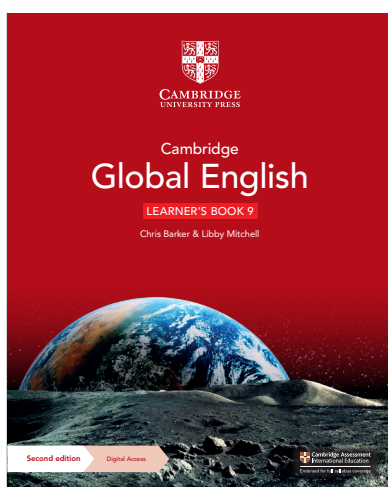
Better Learning



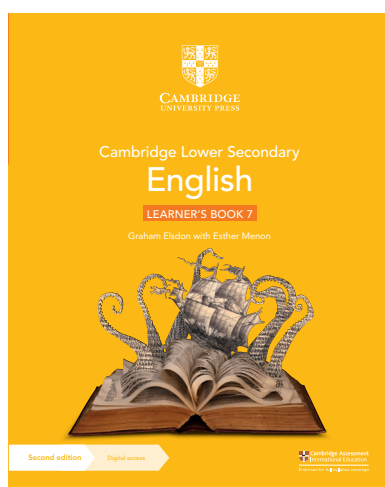
A selection of what's new



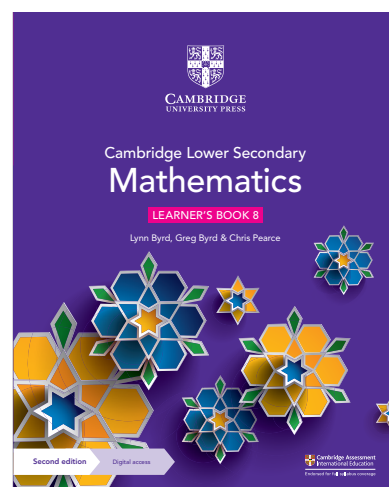
Lower Secondary



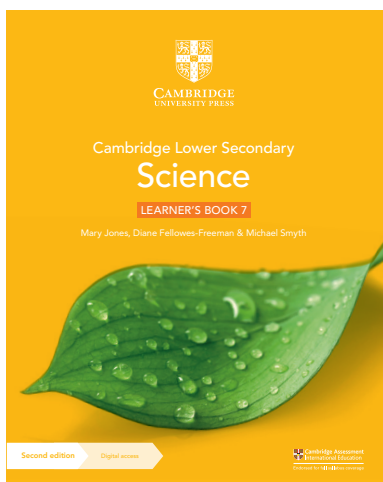
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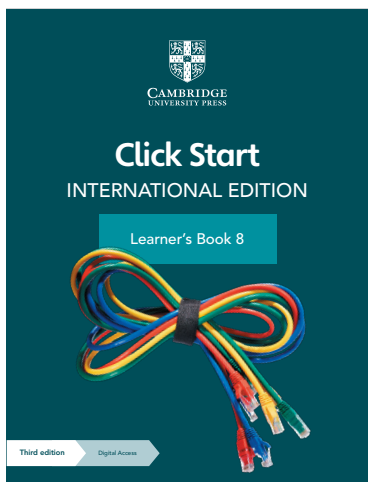
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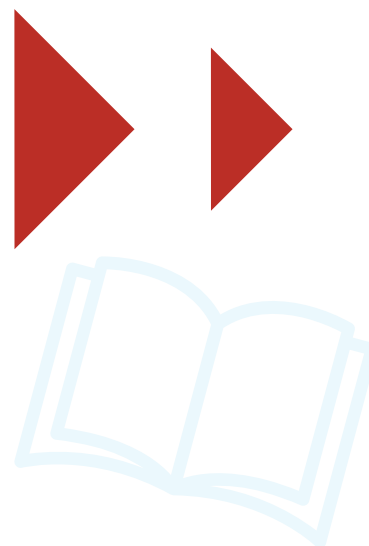
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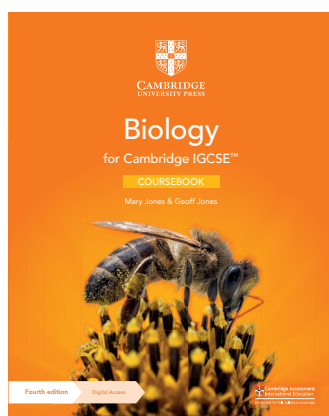
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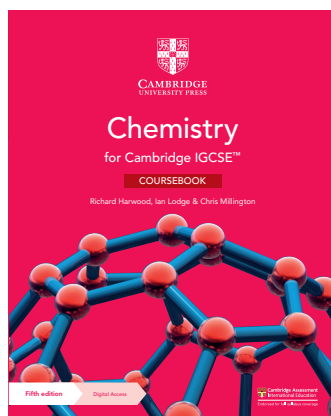
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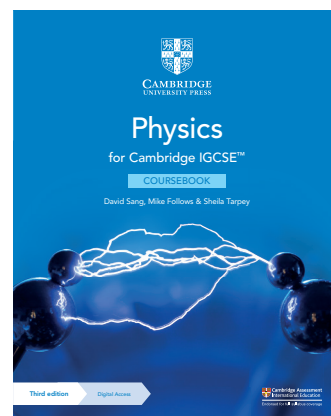
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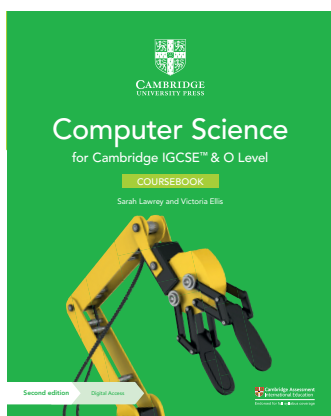


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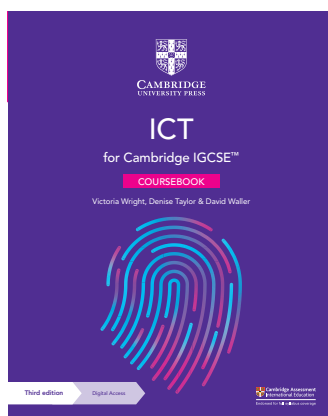


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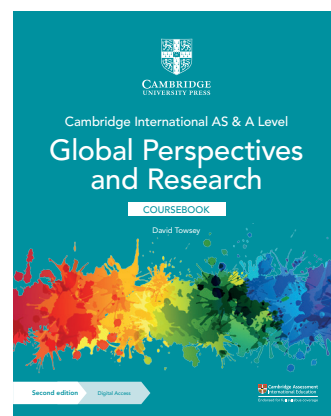


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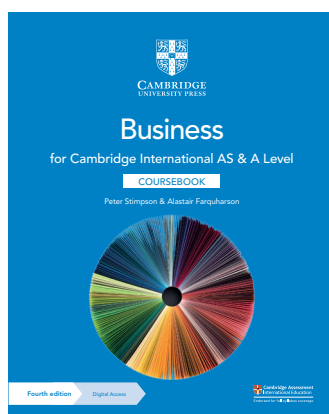
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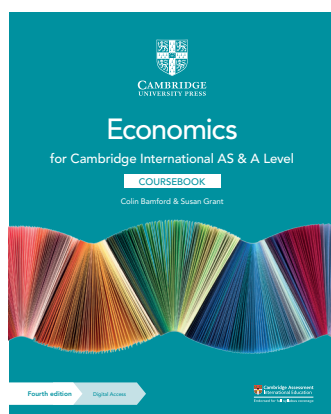


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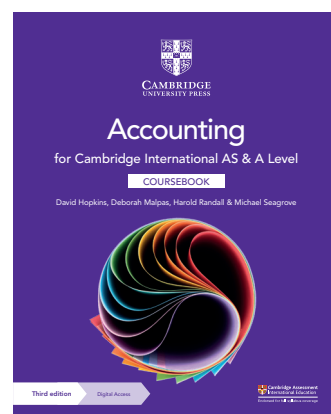
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Completely Cambridge

Cambridge resources for Cambridge qualifications.

Cambridge is home to the world-leading University of Cambridge, whose mission is to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

Cambridge Assessment International Education and Cambridge University Press are both departments of the University of Cambridge.

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. Cambridge University Press is the oldest publishing house in the world and we share teachers' ambitions to prepare students for success in life, both academically and personally.

We work with Cambridge International and leading educational thinkers around the world to develop high-quality endorsed textbooks and digital resources that support Cambridge teachers and learners worldwide.

Building Brighter Futures **Together**

Brighter Thinking

Better Learning

Find out more



Cambridge University Press visit: cambridge.org/education/cambridge-international



Cambridge Assessment International Education visit: cambridgeinternational.org

Building brighter futures together

We put teachers first and work with Brighter Thinkers

Everything we do begins with you, and a clear understanding of your needs and aspirations – because we believe teachers are at the heart of learning.

We learn from, and work with leading educationalists and authors in Cambridge and around the world to embed best teaching and learning practice. We only adopt evidence-based approaches in our resources.

To support teaching and accelerate learning

Practical and proven pedagogy

We embed approaches to teaching and learning which engage and motivate students to participate in an active classroom.

Language of learning

We work carefully to use language that enables learners to understand new and challenging concepts and to develop English as the language of the classroom and beyond.

Toolkit for teachers

We offer a blend of print and digital resources, together with a range of professional development services, designed to enhance lesson planning, delivery and assessment.



And develop skills for life

Our approach encourages students to be creative and critical thinkers, to be resourceful collaborators and communicators, and to be confident problem solvers and decision makers in education and in life.



Brighter Thinking

Better Learning

What resource is right for me?

No matter what the needs of you or your students, inside this catalogue there is a wide variety of books and digital resources to suit every need including:

Teacher's resources

Packed with ready-made activities, lesson-planning ideas, further reading and more, these help you save valuable preparation time. Available in print, digital or a blend of both.

Coursebooks

Covering the full syllabus, these are the main source of knowledge and skills building for the course.

Workbooks

These include extra activities so students can practise and develop important skills – either in the classroom, or at home.

For Cambridge Lower Secondary, IGCSE™ and International AS & A Level, we also have workbooks that specifically develop English language, maths and practical skills.

Revision guides

Perfect for the months and weeks leading up to examinations. Revision guides summarise course content so students can prepare and feel confident. Also, look out for our exam preparation and practice guides for even more skills-building opportunities.

Digital Classroom

Bring our books to life in the classroom! Show pages to your whole class with your interactive whiteboard or projector and play videos from the page. On-screen activities and discussions make this an ideal way to encourage active learning.



Introducing Cambridge GO

the new home
for all your
digital content.

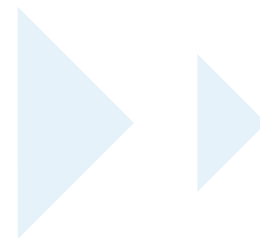
- Access supporting resources such as audio files and answers
- Add digital teachers' resources, learners' books and workbooks to your resource library, including Cambridge Elevate and Cambridge Online Mathematics resources*
- Use our 'groups' functionality to manage class projects and keep in touch with your learners*
- Download your resources for easy offline access



For more information, visit cambridge.org/go

*Coming soon in 2021

Supporting every step



Faculty	Subject	Primary 4 to 11 years	Lower Secondary 11 to 14 years
English	English	<ul style="list-style-type: none"> Cambridge Primary English Penpals for Handwriting Cambridge Reading Adventures Cambridge Grammar and Writing Skills 	<ul style="list-style-type: none"> Cambridge Lower Secondary English Cambridge School Anthologies Cambridge School Shakespeare Recycling Your English Cambridge Grammar and Writing Skills
	English as a Second Language	<ul style="list-style-type: none"> Cambridge Global English Starters Cambridge Global English 1-6 Cambridge Reading Adventures Cambridge Grammar and Writing Skills 	<ul style="list-style-type: none"> Cambridge Global English 7-9 Introduction to English as a Second Language Cambridge IGCSE™ Core English as a Second Language Originals Recycling Intermediate English Cambridge Grammar and Writing Skills
Maths	Maths	<ul style="list-style-type: none"> Cambridge Primary Mathematics 	<ul style="list-style-type: none"> Cambridge Lower Secondary Mathematics
Science	Science	<ul style="list-style-type: none"> Cambridge Primary Science 	<ul style="list-style-type: none"> Cambridge Lower Secondary Science
	Psychology		
ICT/ Computer Science	ICT	<ul style="list-style-type: none"> ICT Starters Click Start 	<ul style="list-style-type: none"> ICT Starters Click Start
	Computer Science	<ul style="list-style-type: none"> Coding Club 	<ul style="list-style-type: none"> Coding Club

We support students at every stage of their academic life, helping to prepare them for the world of tomorrow.

We publish for specific syllabuses, but many of our resources are adaptable to suit your needs. Below is a comprehensive map of our education publishing, so you can plot materials appropriate for the age of your class.

Upper Secondary 14 to 16 years	Advanced 16 to 19 years
<ul style="list-style-type: none"> • Cambridge IGCSE™ First Language English • Cambridge O Level English Language • Cambridge IGCSE™ and O Level Literature in English • Songs of Ourselves • Stories of Ourselves • Cambridge Literature • Cambridge School Chaucer • Cambridge School Shakespeare • Cambridge School Anthologies • Developing Summary and Note-taking Skills • Recycling Advanced English 	<ul style="list-style-type: none"> • Songs of Ourselves • Stories of Ourselves • Steps to Academic Writing • Cambridge International AS & A Level English Language • Cambridge International AS & A Level Literature in English • Cambridge International AS Level English General Paper • Cambridge Topics in English Language • English Language and Literature for the IB Diploma • English Literature for the IB Diploma • Cambridge Contexts in Literature • Cambridge Literature • Cambridge School Anthologies • Cambridge School Chaucer • Selected Tales from Chaucer • Cambridge School Shakespeare
<ul style="list-style-type: none"> • Cambridge IGCSE™ English as a Second Language • Success International English Skills for IGCSE™ • Cambridge IGCSE™ Exam Preparation and Practice • Cambridge IGCSE™ Practice Tests • Developing Summary and Note-taking Skills • Recycling Your English • Selections 	<ul style="list-style-type: none"> • English B for the IB Diploma • Recycling Advanced English • Steps to Academic Writing
<ul style="list-style-type: none"> • Cambridge IGCSE™ Mathematics • Cambridge O Level Mathematics • Cambridge IGCSE™ and O Level Additional Mathematics • Cambridge O Level Statistics 	<ul style="list-style-type: none"> • Cambridge International AS & A Level Mathematics • Cambridge International AS & A Level Further Mathematics • Mathematics Studies for the IB Diploma • Mathematics Standard and Higher Level for the IB Diploma • Mathematics Higher Level for the IB Diploma: Option Topics
<ul style="list-style-type: none"> • Cambridge IGCSE™ Biology • Cambridge IGCSE™ Chemistry • Cambridge IGCSE™ Physics • Cambridge IGCSE™ Combined and Co-ordinated Sciences • Cambridge IGCSE™ Physical Science • Cambridge IGCSE™ and O Level Environmental Management 	<ul style="list-style-type: none"> • Cambridge International AS & A Level Chemistry • Cambridge International AS & A Level Physics • Cambridge International AS & A Level Biology • Cambridge International AS & A Level Marine Science • Environmental Systems and Societies for the IB Diploma • Biology for the IB Diploma • Physics for the IB Diploma • Chemistry for the IB Diploma
	<ul style="list-style-type: none"> • Cambridge International AS & A Level Psychology • Psychology for the IB Diploma
<ul style="list-style-type: none"> • Cambridge IGCSE™ ICT 	<ul style="list-style-type: none"> • Cambridge International AS & A Level IT
<ul style="list-style-type: none"> • Cambridge IGCSE™ and O Level Computer Science 	<ul style="list-style-type: none"> • Cambridge International AS & A Level Computer Science

Faculty	Subject	Primary 5 to 11 years	Lower Secondary 11 to 14 years
Business and Economics	Accounting		
	Business Studies		
	Commerce		
	Economics		<ul style="list-style-type: none"> • 'Getting Started' with Cambridge IGCSE and O Level Economics
	Enterprise		
Humanities	Geography		
	Global Perspectives		<ul style="list-style-type: none"> • Cambridge Lower Secondary Global Perspectives
	History		
	Sociology		
	Travel and Tourism		
	Theory of Knowledge		
	Thinking Skills		
	Creativity, Activity, Service		
Arts	Arts		
Languages	Latin	<ul style="list-style-type: none"> • Minimus 	
	Bahasa Indonesia		
	French		
	Mandarin		
	Spanish		
	German		
	Arabic		
	Urdu		
Other	Teaching support		

Upper Secondary 14 to 16 years

Advanced 16 to 19 years

- Cambridge IGCSE™ and O Level Accounting

- Cambridge IGCSE™ and O Level Business Studies

- Cambridge O Level Commerce

- Cambridge IGCSE™ and O Level Economics

- Cambridge IGCSE™ Enterprise

- Cambridge IGCSE™ and O Level Geography

- Cambridge IGCSE™ and O Level Global Perspectives

- Cambridge IGCSE™ and O Level History

- Cambridge IGCSE™ Sociology

- Cambridge IGCSE™ Travel and Tourism

- Cambridge International AS & A Level Accounting

- Cambridge International AS & A Level Business
- Business Management for the IB Diploma

- Cambridge International AS & A Level Economics
- Economics for the IB Diploma

- Environmental Systems and Societies for the IB Diploma

- Cambridge International AS & A Level Global Perspectives & Research

- Cambridge International AS Level History
- History for the IB Diploma Papers 1, 2 and 3

- Cambridge International AS & A Level Sociology

- Cambridge International AS & A Level Travel and Tourism

- IB Theory of Knowledge
- Decoding Theory of Knowledge

- Cambridge International AS & A Level Thinking Skills

- Creativity, Activity, Service (CAS) for the IB Diploma

- Structuring Drama Work
- Visual Arts for the IB Diploma

- University of Cambridge School Classics Project

- Cambridge IGCSE™ Bahasa Indonesia

- Cambridge IGCSE™ French as a Foreign Language

- Mandarin for Cambridge IGCSE™
- Cambridge IGCSE™ Chinese as a First Language
- Cambridge IGCSE™ Chinese as a Second Language

- Cambridge IGCSE™ Spanish as a Foreign Language
- Cambridge IGCSE™ Spanish as a First Language

- Cambridge IGCSE™ Arabic as a First Language

- Cambridge O Level Urdu as a Second Language

- Panorama francophone 1 & 2 for IB French Ab Initio
- Le monde en français for IB French B

- Panorama hispanohablante 1 & 2 for IB Spanish Ab Initio
- Mañana for IB Spanish B

- Deutsch im Einsatz for IB German B

- Approaches to learning and teaching series
- The Cambridge Teacher series
- The Cambridge Education Research series
- Introducing the IB Diploma
- Teaching Probability
- Mathematical Thinking
- Teaching Shakespeare

Cambridge Lower Secondary

Our resources give full support for the new Cambridge Lower Secondary curriculum frameworks. They are suitable for learners aged 11-14 and are the ideal progression from Cambridge Primary, or as a standalone curriculum. They develop learners' skills and confidence in English, mathematics and science, helping prepare them for Cambridge IGCSE™ or Cambridge O Level.

NEW Cambridge Global English

Chris Barker, Libby Mitchell, Olivia Johnston, Annie Altamirano, Nicola Mabbott, Mark Little, Bob Hubbard, Ingrid Wisniewska and Margaret Cooze

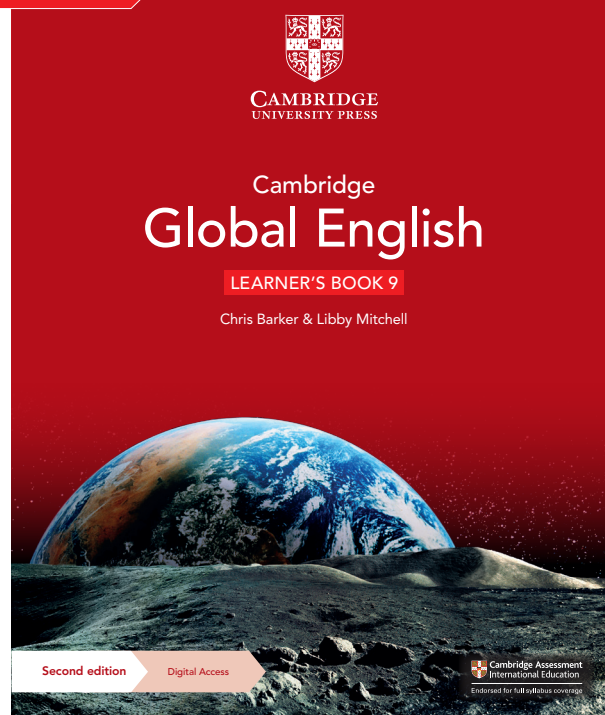
Global English is a nine-stage series that covers primary and lower secondary, taking your learners from A1 to B1/B2 CEFR level. A variety of fiction, non-fiction and poetry gives young students an opportunity to read and listen to a range of text types, helping them to develop a broad vocabulary. With international topics from adventures in space, to sport and nature, the course helps your class develop the skills to study across the curriculum in English.

We are working with Cambridge International towards endorsement of this series. It has been revised to support the new English as a Second Language lower secondary curriculum framework.

Learner's book

Packed with writing and speaking activities, these books help students to become confident communicators. Specific sections in each unit, such as 'Summary checklist' and 'Check your progress' help students to reflect on what they have learnt. Combined with the learning plan in the teacher's resource and 'Getting Started' this helps you to deliver an Assessment for Learning approach.

NEW



- Stage 7 includes a starter unit to bridge the transition from primary for new students
- Step-by-step writing activities with models help students develop their writing
- Vocabulary boxes highlight important topic-specific or academic words
- 'Language detective' provides clear, learner-friendly explanations of key grammar rules
- 'Project Challenge' gets students working together on cross-curricular projects, like giving a presentation about the history of sport

Workbook

With varied activities – including crosswords and word matching – these workbooks help students practise and consolidate what they have learnt. The activities also support the reading, writing and use of English strands of the Cambridge Lower Secondary English as a Second Language curriculum framework. This new edition provides more grammar practice with a short grammar presentation, followed by activities differentiated into three tiers: Focus, Practice and Challenge. Ideal for use in the classroom or for homework.

- Process writing pages consolidate knowledge of text types, including literature
- Three-tiered grammar exercises provide practice opportunities to suit the needs of every learner
- Varied activity types keep learners interested
- Write-in for ease of use
- Answers for all activities can be found in the teacher's resource

Digital Classroom

Digital Classroom brings language to life! Show your class on-screen versions of the learner's book and workbook, while video, grammar presentations and interactive activities help keep them entertained.

- Zoom, highlight or annotate to emphasise important points
- Help learners develop their grammar with presentations and interactive activities
- Save time with ready-made videos linked to each topic, with accompanying questions
- Quickly and easily display answers on-screen one by one

Teacher's resource

With everything you need to plan and run your lessons, our teacher's resources help you get the most out of the series. You'll find starter activities and additional lesson ideas not included in the student's books, as well as answers for all activities. There are assessment and differentiation ideas to help you meet all your learners' needs. The teacher's resource has photocopiable worksheets and activities for additional differentiation and you can download further language development from the accompanying digital resource. Every unit includes a test to help you understand where your learners are on their journey and to enable you to provide ongoing feedback.

- The 'Teaching skills focus' helps you develop your own teaching style and bring active learning, assessment for learning and differentiation into your classroom
- 'Common misconceptions' highlight areas that learners frequently find challenging and show you how to overcome them
- The lesson plans show you how your lessons link to the Cambridge Lower Secondary English as a Second Language curriculum framework
- Sample answers with author comments help you and your learners assess written work
- Downloadable progress and unit tests with answers provide ready-made assessment opportunities

Preparing to Teach courses

Professional development to support you

Get the most out of Cambridge Global English with our Preparing to Teach courses. For more information on this, and our other professional development support, please see pages 26 - 27.

Curriculum support

This new series supports you and your learners through the new Cambridge Lower Secondary English as a Second Language curriculum framework (0876). The key changes we have made to our resources include:

- A wide range of cross-curricular links and literary texts, reflecting the greater emphasis on exposure to authentic language in the revised curriculum framework
- Skills and language-learning tips throughout reflect the increased focus on language learning skills in the new curriculum framework
- New learning objectives have been introduced for pronunciation, fluency and accuracy – we've included an increased focus on speaking and writing in this new edition to support your learners

Find out more about how our resources support you and your learners at [cambridge.org/education](https://www.cambridge.org/education)

Stage	Stage 7	Stage 8	Stage 9
NEW Learner's Book with Digital Access	● 978-1-108-81658-8	● 978-1-108-81664-9	● 978-1-108-81667-0
NEW Digital Learner's Book	● 978-1-108-81661-8	● 978-1-108-81665-6	● 978-1-108-81668-7
NEW Workbook with Digital Access	● 978-1-108-96370-1	● 978-1-108-96371-8	● 978-1-108-96367-1
NEW Teacher's Resource with Digital Access	● 978-1-108-92167-1	● 978-1-108-92169-5	● 978-1-108-92171-8
NEW Digital Classroom Access Card (1 year)	● 978-1-108-92579-2	● 978-1-108-92581-5	● 978-1-108-92583-9

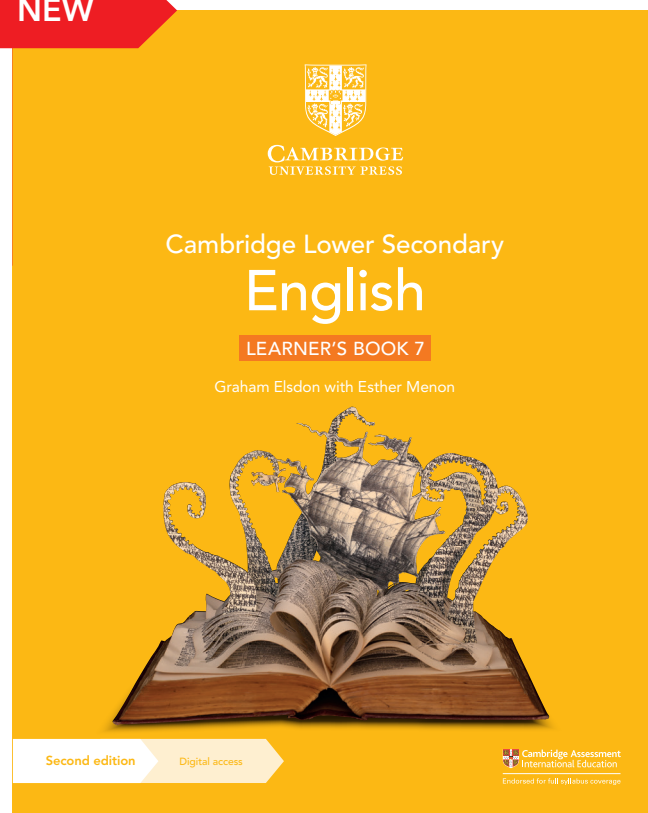
NEW Cambridge Lower Secondary English

Graham Elsdon, Patrick Creamer,
Giles Clare, Duncan Williams, Esther Menon
and Helen Rees-Bidder

Develop your learners' English skills as they explore the world through non-fiction texts, perform poetry and write their own stories! You will find a range of international fiction, non-fiction, poetry and drama throughout this series to help your learners develop their understanding of different genres and text types.

We are working with Cambridge International towards endorsement of this series. It has been revised to support the new Cambridge Lower Secondary English curriculum framework.

NEW



Learner's books

Each unit contains activities that cover reading, writing, speaking and listening, as well as opportunities to develop 21st century skills – such as collaboration and critical thinking. Units end with a project, like conducting a class debate, to help students communicate confidently.

- 'Key word' boxes introduce key subject specific terms
- 'Language focus' provides clear explanations of key grammar and language rules
- 'Summary checklist' statements and 'Check your progress' questions help students to reflect on what they have learnt
- Answers for all activities can be found in the teacher's resource

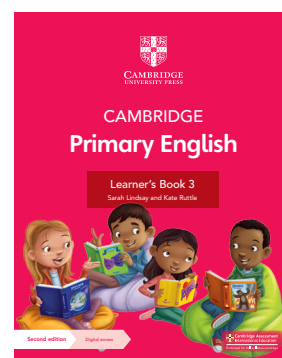
Also see



Cambridge Primary English

Develop your learners' English skills as they write and perform poetry and discover new versions of classic fairy tales, this completely revised new edition is working towards endorsement by Cambridge International and supports the new Cambridge Primary English curriculum framework.

Find out more at
cambridge.org/primary

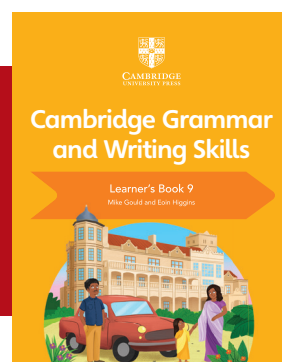


Also see



Cambridge Grammar and Writing Skills

Cambridge Grammar and Writing Skills contains activities that give your learners more opportunities to practise creative writing and extended writing. You can also use it to support second language learners following a first language course.

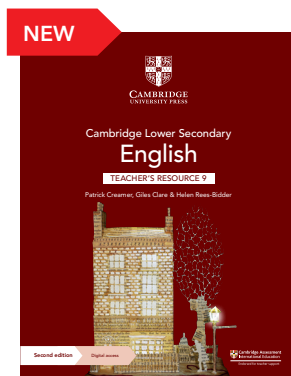
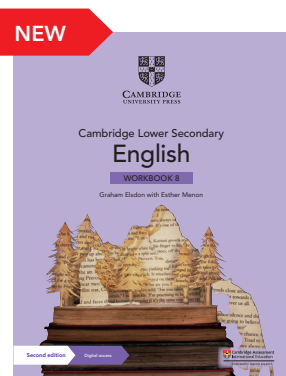


Workbooks

With varied activities – including quizzes, completing sentences and identifying words – these workbooks help students to practise what they have learnt.

Ideal for use in the classroom or for homework.

- Activities take an active learning approach to help students apply knowledge to new contexts
- Links to 'Language focus' boxes in the learner's book provide more grammar practice
- Three-tiered exercises in every unit get progressively more challenging to help learners track their own learning
- Write-in for ease of use
- Answers for all activities can be found in the teacher's resource



Teacher's resources

With everything you need to plan and run your lessons, our teacher's resources help you get the most out of the series. You will find starter and plenary activities, additional lesson ideas, and learner's book and workbook answers. There are language support suggestions, along with clearly identified assessment and differentiation ideas to help you meet all your learners' needs.

You will also have downloadable worksheets with additional differentiation activities and further language development exercises in the accompanying digital resource.

- Contains audio recordings of all the texts and listening activities in the learner's books
- 'Common misconceptions' highlight areas that learners frequently find challenging and show you how to overcome them
- The 'Learning plan' for each session shows you how your lessons link to the Cambridge Lower Secondary English curriculum framework
- Downloadable tests, with answers, save you time preparing assessments
- The 'Teaching skills focus' helps bring active learning into your classroom

Preparing to Teach courses

Professional development to support you

Get the most out of Cambridge Lower Secondary English with our Preparing to Teach courses. For more information on this, and our other professional development support, please see pages 26 - 27.

Curriculum support

This series supports you and your learners through the new Cambridge Lower Secondary English curriculum framework (0861). The key changes we have made to our resources include:

- Integrated reading, writing, speaking and listening practice in our learner's books meets the need for greater integration in the new curriculum framework
- Increased the number of speaking and listening activities in our learner's books to reflect the inclusion of speaking and listening sub-strands in the new curriculum framework
- A range of texts to engage learners and help develop their reading and writing skills, supporting the requirement for experience with broader text types in the new curriculum framework

Find out more about how our resources support you and your learners at [cambridge.org/education](https://www.cambridge.org/education)

Stage	Stage 7	Stage 8	Stage 9
NEW Learner's Book with Digital Access	● 978-1-108-74658-8	● 978-1-108-74663-2	● 978-1-108-74666-3
NEW Digital Learner's Book	● 978-1-108-74659-5	● 978-1-108-74664-9	● 978-1-108-74667-0
NEW Workbook with Digital Access	● 978-1-108-74662-5	● 978-1-108-74665-6	● 978-1-108-74669-4
NEW Teacher's Resource with Digital Access	● 978-1-108-78212-8	● 978-1-108-78214-2	● 978-1-108-78216-6

Cambridge Grammar and Writing Skills

Mike Gould and Eoin Higgins
Annie Altamirano

Watch your learners grow in confidence as they develop their writing skills. They'll write a newspaper article, adapt a myth and even create an advert for their favourite breakfast cereal! From haikus, fairy tales and plays to biographies, recounts and instructions, this series gives your learners the knowledge and skills to tackle a range of writing types.

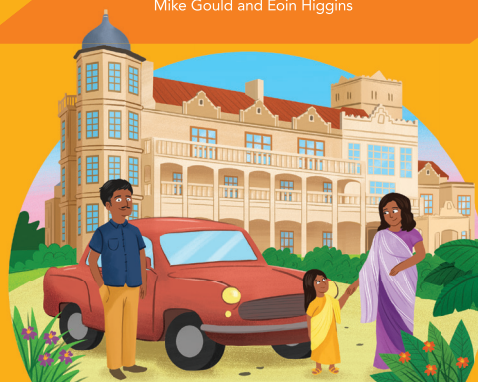
- Uses product and process writing approaches to provide a framework for writing
- The perfect complement to our popular *Global English*, *Primary English* and *Checkpoint English* resources
- Written for learners from all language backgrounds, it provides valuable consolidation for first language students and gives second language learners the opportunity to extend their skills



Cambridge Grammar and Writing Skills

Learner's Book 9

Mike Gould and Eoin Higgins



These pages are from *Cambridge Grammar and Writing Skills Learner's Book 7*

Learners are given structured questions to consider while reading.

Coloured words in the text and 'key language features' boxes introduce learners to key language terms they will work on in the unit.

The main features of each text type are clearly identified to help learners when they start to create their own writing later in the unit.

How do you write a modern fairy tale or urban myth?

Have you ever heard of **urban myths**? These are stories (often frightening) that people pass on as if they had actually happened. Perhaps there are ones you and your friends know – if so, share them with each other.

Key term

urban myth: a spooky or unsettling story, usually set in the modern day or in a modern or everyday setting, which is passed around as if true

Effective modern myths

A good modern myth should:

- be set in the **modern day** but have **fairy tale qualities or settings** (for example, a strange figure, a dark wood, a quest or mystery)
- reveal a story that **could be true**
- have a **surprising 'twist'** or ending that shocks or makes you think again
- have a **main central 'normal' character**, and sometimes a **strange or unusual second character** (depending on the story)
- engage the reader with **powerful descriptions and dialogue**.

Key terms

fairy tale: a story told to children that usually includes magic, imaginary creatures and a happy ending

dialogue: talking in a book, play or film

Reading

In the following story, a man has a strange encounter on his way home.

- 1 As you read the text, think about these questions:

- a In what way is the story a good example of an urban myth according to the definition above?
- b How do you think the story ends? Why?

The Strange Tale of the Girl on the Highway

A friend of mine told me a strange tale the other day. Late on one dark wet winter's evening, he was driving home from work along the highway. He was tired and keen to reach the warmth of his house and see his family. The conditions were awful and he was driving far more slowly than he normally would, to avoid skidding and crashing.

Suddenly, he saw a figure by the side of the road standing like a statue. He wondered who it could be alone on a major road at this time of night. Instinctively, he slowed down, even though the person hadn't waved. It was a young woman, soaked to the skin. He braked and pulled his car over to the side of the motorway.

He lowered the window, but before he could ask the young woman if she needed help, she opened the passenger door and slipped in. He saw that her face was deadly pale and she looked frozen.

'Are you ok?' he asked. 'What happened?'

The woman avoided his gaze and just explained to him that she'd had a problem with her car.

'My friend said he could take her home. Perhaps you can tell me the way,' he suggested.

Key language features

indirect speech
adverbs
direct speech

The woman just nodded, as if in a trance. My friend restarted the car and they set off.

The young woman soon told him to **turn off the main road**, and then gave him directions which eventually led to a quiet estate and a small house at the end of a terrace.

'Thank you,' she said as she got out. He watched her walk towards the door. Assuming all was well, my friend set off. His wife would be wondering where he was!

No sooner was he back on the highway than he noticed something: the young woman had left her handbag on the back seat! He pulled over again and looked in the handbag. The woman's purse was inside, and in it was a driving licence with her photo and address. No mobile phone, which was a bit surprising. Her keys were in there too. What if she couldn't get into her house? He had to go back.

Twenty minutes later, he found himself back in front of the young woman's house. At least he thought it was, though it looked different now somehow. He checked the address – yes, this was the one. Taking the handbag, he walked up to the door and rang the bell.

After a while the door opened. An elderly woman with dark bags under her eyes stood there.

'Hello,' said my friend, 'I guess it was your daughter I gave a lift to earlier. The thing is, she left her handbag in my car and...'

My friend's voice trailed off. The elderly woman was staring at him with a look of horror in her eyes. Finally, she spoke.

'My daughter ...'

How the text works

Can you remember what makes a good urban myth? Here is how the writer makes it work. He:

- tells the story as if it is a real story that he has heard
- uses the first paragraph to establish the everyday setting (rather like 'Once upon a time ...' in an old fairy tale)
- introduces an event that changes the direction of the story
- gives details and hints about the characters through the dialogue
- builds towards a dramatic cliffhanger or mysterious ending by using connective phrases such as 'No sooner', 'Suddenly', etc.
- ends with a shock or new information that creates further mystery or interest.



40 Unit 4 Once upon a time ... today

Unit 4 Once upon a time ... today 41

Key features of each text type are clearly identified.

Key terms highlights new or important vocabulary learners will find in the unit.

Learner's books

Each unit focuses on a different text type such as dialogue, recounts, reports or instructions. Model texts in each chapter show what good examples of each writing type look like – whether it's character dialogue, recounts, reports or instructions. Specific activities help learners practise their grammar, while planning tools and an extended writing task develop essential editing, checking, planning and creative thinking skills.

- Improve comprehension skills with the 'Text analysis' section in each unit, which encourages learners to discuss the model text
- The 'Writer's checklist' supports learners with activity tips
- Helpful tools, like planning scaffolds and mind maps, help learners understand how to plan extended writing tasks

Teacher's resources

Your essential companion to the course, the print and digital teacher's resources include everything you need to lead your lessons with confidence.

- Full guidance and lesson plans, along with unit warm-ups, marking criteria and ideas for assessment give you complete classroom support
- Answer keys for each activity help you quickly and easily check your learners' answers

Brighter Thinking Pod

Hear more from **Annie Altamirano**



These pages are from Cambridge Grammar and Writing Skills Learner's Book 7

Learners should be encouraged to work together during the ideas and planning stage.

Guided writing

You see this announcement on a website:

STORY COMPETITION: URBAN MYTHS

We are looking for urban myths from around the world! Send us your stories. Include a title.

Write an urban myth using the following illustrations.

The Good Samaritan



Think/Plan

- 1 Work in pairs. Generate ideas for your story. Follow these steps:
 - a Go through the pictures one by one and take turns to describe them to your partner.
 - b Think of other details that you could include for each picture. Take notes of your ideas.
 - c Role-play the conversation between the driver and the **chauffeur** of the **limousine**.
 - d Role-play the conversation between the driver and the rich lady.
 - e How do you think the driver's wife reacted when she saw the note, flowers and money? Take notes.

Glossary

chauffeur: someone whose job is to drive a car for someone
limousine: a large and expensive car

Tip

To write good dialogue, it can help to role-play the conversation with someone else.

- 2 Now organise your notes for each picture. These can be your main paragraphs.

Useful language

Linkers: once, at first, then, next, as soon as, when, after, before, while, in the meantime

Reporting verbs: say, tell, explain, wonder, ask, know, think, guess, suggest, imagine, reply, answer

Adverbs: suddenly, carefully, quickly, soon, actually, really, desperately, gratefully, immediately, just, either, too, patiently

Write: first paragraph

Write the first paragraph of your urban myth. Follow these steps.

- First, write a sentence to start the story, like *Once upon a time ...*
- Introduce the main character and the background actions.
- Describe the action further. Include adverbs to give more details about how, where, etc. the action happened.
- Use an indirect speech structure to say what the driver was thinking.

Write: continue the story

- Write your description of the other pictures.
- Write the exchanges between the characters in direct speech.
- Use some indirect speech to vary the language.

Work in pairs. You could use some of these ideas. Who do you think says these things?

- a 'Can I give you a hand with anything?'
- b 'Would you mind if I borrowed your cellphone to make a quick call?'
- c 'Thank you so much for stopping and for lending us your phone.'
- d 'How can I possibly thank you?'
- e 'You could send some flowers to my wife. It's her birthday and I'm late for dinner!'
- f 'What's your wife's name and your address?'



Finish the story

Now write the end of the story.

- Describe in detail what the man's wife does when she receives the card and the flowers.
- Describe her reaction to the lady's note.
- Consider whether to include a cliffhanger – a new idea that leaves the reader wondering what will happen next.

Things to remember when writing an urban myth or modern fairy tale

- Have a modern setting and describe the main characters.
- Include some indirect speech and detail about the characters, setting and action.
- Include direct speech in quotes to make it sound more real.
- Use linking words to sequence and order the action.
- Write a twist or surprising ending, perhaps including a cliffhanger.

Check your first draft

When you have finished writing, be your own editor.

- a Work in groups and read your first draft out loud to the group.
- b Discuss each person's story and suggest ways to improve it.
- c Be constructive in your criticism.

Now write a second draft of your urban myth.

Peer assessment

Use the 'Things to remember' checklist above to assess your partner's work. Give a grade from 1 to 5 for each point so that your partner knows exactly what can be improved.

46 Unit 4 Once upon a time ... today

Unit 4 Once upon a time ... today 47

Learners build on everything they have learnt to create their own text. This section provides structured support to help them develop their writing. This section is called 'Let's practise' in Stages 1–6.

Learners are given a clear structure to follow.

Opportunities for self and peer assessment help learners develop their proofing and editing skills.

Learner's Book 7

978-1-108-71929-2

Learner's Book 8

978-1-108-71930-8

Learner's Book 9

978-1-108-71931-5

Teacher's Resource with Digital Access 7-9

978-1-108-76196-3

NEW Cambridge Lower Secondary Mathematics

Lynn Byrd, Greg Byrd and Chris Pearce

Whether they are learning about integers, fractions, probability or translating shapes using vectors, this series helps your learners develop their mathematical thinking skills.

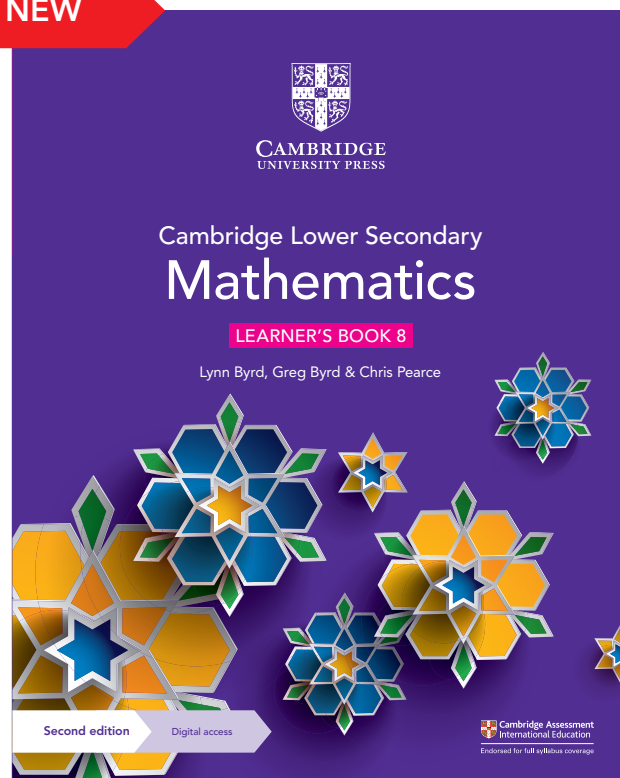
We are working with Cambridge International towards endorsement of this series. It provides complete coverage of the revised Cambridge Lower Secondary Mathematics curriculum framework – including support for Thinking and Working Mathematically.

Learner's books

Worked examples and plenty of practice exercises give students strong support as they make their way through the course. Projects throughout the books provide opportunities for deeper investigation of mathematical ideas and concepts, such as tessellating quadrilaterals or constructing algebraic expressions. Includes access to Cambridge Online Mathematics, complete with auto-marked practice questions and interactive walkthroughs of exercises.

With key word boxes, clear diagrams and supporting illustrations, the course makes maths accessible for second language learners.

NEW



- 'Getting started' in each unit helps students understand what they need to know
- 'Think like a mathematician' provides investigation activities linked to the skills students are developing
- Helps students develop Thinking and Working Mathematically skills with clearly identified questions and activities
- 'Summary checklist' in each section and 'Check your progress' exercise at the end of each unit help students to reflect on what they have learnt
- Answers for all activities are in the teacher's resource

These pages are from Cambridge Lower Secondary Learner's Book 7

Key vocabulary highlighted.

2.1 Constructing expressions

> 2.1 Constructing expressions

In this section you will...

- use letters to represent numbers
- use the correct order of operations in algebraic expressions
- write and use expressions.

In algebra you can use a letter to represent an **unknown** number. An **expression** contains numbers and letters, but **not** an equals sign. An **equation** contains numbers and letters **and** an equals sign.

Example: $5n + 4 = 19$ is an equation.

In the expression $5n + 4$, there are two **terms**. $5n$ is one term. The other term is 4.

The letter n is called the **variable** because it can have different values. The **coefficient** of n is 5 because it is the number that multiplies the variable.

In the equation $5n + 4 = 19$, n is the unknown number, 5 is the coefficient of n , and the numbers 4 and 19 are **constants**.

You can use a letter to represent an unknown number to solve problems.

Example: Shown is a bag of sweets. You don't know how many sweets are in the bag.

n sweets

n represents the unknown number of sweets in the bag.

$n - 3$ sweets

Three sweets are taken out of the bag. Now there are $n - 3$ sweets left in the bag.

Worked example 2.1

Mathew is x years old. David is 4 years older than Mathew. Adam is 2 years younger than Mathew. Kathryn is three times older than Mathew. Ella is half Mathew's age. Write down an expression for each person's age.

Unknown
Expression
Equation
Term
Variable
Coefficient
Constant
Equivalent expression

Tip

$5n$ means $5 \times n$.

2 Expressions, formulae and equations

Continued

Answer

Mathew is x years old. This is the information you have to start with.

David is $x + 4$ years old. David is 4 years older than Mathew, so add 4 to x .

Adam is $x - 2$ years old. Adam is 2 years younger than Mathew, so subtract 2 from x .

Kathryn is $3x$ years old. Kathryn is 3 times older than Mathew, so multiply 3 by x . You write $3 \times x$ as $3x$. Always write the number before the letter.

Ella is $\frac{x}{2}$ years old. Ella is half Mathew's age. You need to divide x by 2. You write $x \div 2$ as $\frac{x}{2}$.

Exercise 2.1

1 Sofia has a bag that contains n counters. Write an expression for the total number of counters she has in the bag when:

- she puts in two more counters
- she takes out three counters.

Think like a mathematician

2 Discuss in pairs or groups. Zara uses the following method to answer Question 1.

- What do you think of Zara's method?
- Do you think that this method will help you write expressions?
- Can you improve her method?

First, I said that Sofia has 10 counters instead of n . For part a I need to work out $10 + 2$. For part b I need to work out $10 - 3$. Then I replace the 10 with n , so part a becomes $n + 2$ and part b becomes $n - 3$.

Tip

Twice means $\times 2$. Half means $\div 2$.

Clear lesson objectives.

Worked examples help learners understand concepts.

Helps learner's develop their mathematical thinking skills.

Workbooks

These workbooks help students to practise what they have learnt on the course. They are packed with exercises, including interpreting and drawing frequency diagrams and solving equations. You will also find specific questions that develop students' techniques for Thinking and Working Mathematically. Focus, Practice and Challenge exercises provide clear progression through each topic, helping students to see what they have achieved. The workbook is ideal for use in the classroom or for homework.

- Exercises take an active learning approach for students to apply knowledge to new contexts
- Covers all the skills in the learner's book
- Write-in for ease of use
- Answers for all questions are in the teacher's resource

Preparing to Teach courses

Professional development to support you

Get the most out of Cambridge Lower Secondary Mathematics with our Preparing to Teach courses. For more information on this, and our other professional development support, please see pages 26 - 27.

Teacher's resources

With everything you need to plan and run your lessons, our teacher's resources help you get the most out of the series. It contains activities and lesson suggestions to supplement the learner's book and workbook, as well as answers to both books. There are language support suggestions, along with clearly identified assessment and differentiation ideas to help you meet all your learners' needs. Includes further lesson ideas, worksheets with additional differentiation activities and language development worksheets in the accompanying digital resource.

- The 'Background knowledge' section gives you key information on each unit, so you have the detail you need to teach confidently
- The 'Teaching skills focus' helps you develop your own teaching style and bring active learning, assessment for learning and differentiation into your classroom
- 'Common misconceptions' highlight areas that learners frequently find challenging and show you how to overcome them
- The lesson plan for each topic shows you how your lessons link to the Cambridge Lower Secondary Mathematics curriculum framework
- Guidance on selected Thinking and Working Mathematically questions to help teachers understand how these characteristics can be developed

Curriculum support

This series supports you and your learners through the new Cambridge Lower Secondary Mathematics curriculum framework (0862). The key changes we have made to our resources include:

- Questions in our learner's books and workbooks - indicated with an icon - that support the new thinking and working mathematically curriculum framework approach
- Matching the progression of skills to the greater alignment of primary and lower secondary found in the new curriculum framework. We've also included a diagnostic test at the start of each stage so you can understand what your learners already know
- Opportunities in each unit for you to develop, encourage and consolidate your learners' mental maths skills and strategies

Find out more about how our resources support you and your learners at [cambridge.org/education](https://www.cambridge.org/education)

Stage	Stage 7	Stage 8	Stage 9
NEW Learner's Book with Digital Access	● 978-1-108-77143-6	● 978-1-108-77152-8	● 978-1-108-78377-4
NEW Digital Learner's Book	● 978-1-108-74637-3	● 978-1-108-74642-7	● 978-1-108-74651-9
NEW Workbook with Digital Access	● 978-1-108-74636-6	● 978-1-108-74640-3	● 978-1-108-74650-2
NEW Teacher's Resource with Digital Access	● 978-1-108-77140-5	● 978-1-108-77145-0	● 978-1-108-78389-7

NEW Cambridge Lower Secondary Science

Mary Jones, Diane Fellowes-Freeman,
Michael Smyth and Sally Burbeary

From discovering how we breathe,
to finding out how gravity works,
Cambridge Lower Secondary Science
gets your learners thinking like a
scientist!

This series helps students think and work scientifically, with opportunities to plan experiments, make predictions and gather results. Each unit ends with a project, such as using chromatographs to solve a mystery, which helps students to better understand topics and how they relate to the real world.

We are working with Cambridge International towards endorsement of this series. It has been revised to support the new Cambridge Lower Secondary Science curriculum framework.

Learner's books

These books make science accessible for learners with English as a second language, with vocabulary boxes, clear diagrams and supporting illustrations. A practical approach to topics allows learners to explore questions and develop a deeper understanding.

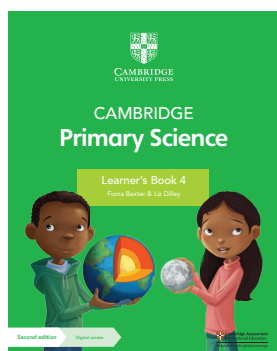
- 'Getting Started' boxes at the start of each topic help students to think and talk about what they already know
- 'Think like a scientist' feature helps students develop their scientific enquiry skills
- Topics throughout the series support the new earth and space strand of the curriculum framework
- Summary sections at the end of each topic help students to reflect on what they have learnt
- Answers to all questions are in the teacher's resource

Also see

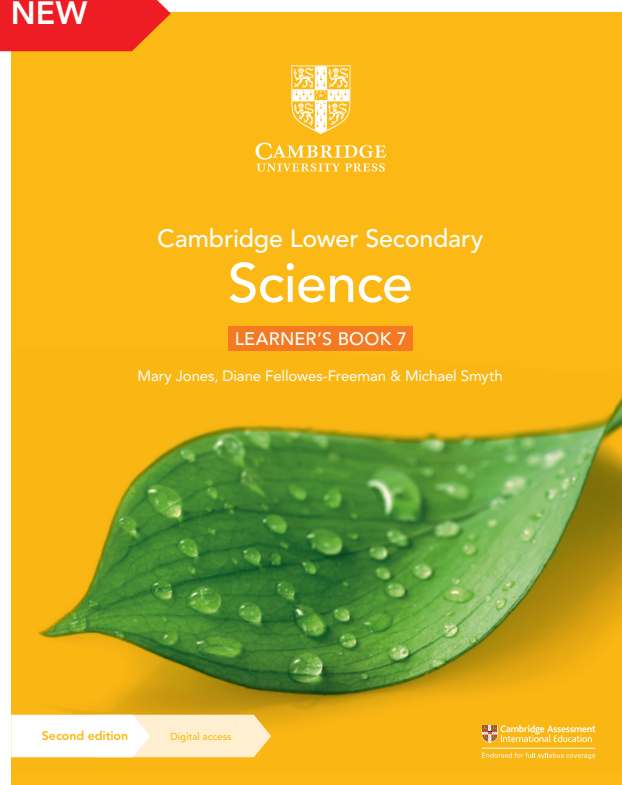
Cambridge Primary Science

Packed with opportunities to plan experiments, make predictions and gather results, this completely revised new edition is working towards endorsement by Cambridge International and supports the new Cambridge Primary Science curriculum framework.

Find out more at
cambridge.org/primary



NEW

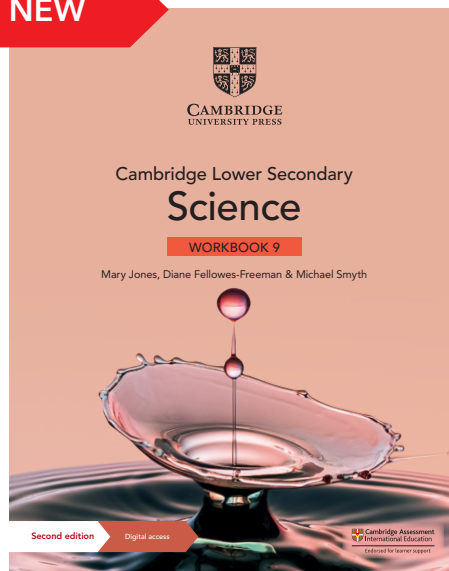


Workbooks

These workbooks are full of activities that help students practise what they have learnt, while encouraging them to think and work scientifically. Focus, Practice and Challenge exercises provide clear progression so that students can see what they have achieved. The workbook is ideal for use in the classroom or for homework.

- Active learning opportunities help students to apply their knowledge to new contexts
- Three-tiered exercises in every topic help them track their own learning
- Write-in for ease of use
- Answers to all exercises are in the teacher's resource

NEW



Teacher's resources

Our teacher's resources help you get the most out of the series, and you'll find answers to all the questions and exercises. There are language support suggestions, along with assessment and differentiation ideas to help you meet all your learners' needs. Includes worksheets with additional differentiation activities and further language development exercises in the accompanying digital resource.

- Guidance on key teaching approaches and how to use them in your classroom
- The 'Background knowledge' section gives you key information on each unit, so you have the detail you need to teach confidently
- The 'Teaching skills focus' helps develop your own teaching style and bring active learning, assessment for learning and differentiation into your classroom with confidence
- 'Common misconceptions' highlight areas learners frequently find challenging and show you how to overcome them
- The lesson plan for each topic shows you how your lessons link to the Cambridge Lower Secondary Science curriculum framework
- Downloadable tests, with answers, provide ready-made assessment opportunities

English language skills workbooks

We know studying science in English can be challenging – whether it's learning relevant command words or how to use comparative adjectives. Our English skills for science workbooks help students learn key scientific terms and express themselves effectively, making science more accessible.

Students work through a range of activities, such as presenting data and labelling diagrams, giving them opportunities to develop language skills and fluency in English. The 'English Skills and Support' section gives students information about important English topics that they will use in science.

- Clear introductions show students what they'll be learning in the chapter
- Information boxes provide useful background to the exercise
- Packed with exercises to help develop English in a scientific context
- Follows the structure of your learner's book for easy correlation

Preparing to Teach courses

Professional development to support you

Get the most out of Cambridge Lower Secondary Science with our Preparing to Teach courses. For more information on this, and our other professional development support, please see pages 26 - 27.

Curriculum support

This series supports you and your learners through the new Cambridge Lower Secondary Science curriculum framework (0863). The key changes we have made to our resources include:

- Specific support for the new Earth and Space strands of the curriculum framework
- Activities throughout our learner's books - including our 'Think like a scientist' feature - help your learners develop their skills for 'Thinking and Working Scientifically', which replaces scientific enquiry skills in the new curriculum framework
- Examples of models and representation throughout our resources to support the increased focus on this important area

Find out more about how our resources support you and your learners at [cambridge.org/education](https://www.cambridge.org/education)

Stage	Stage 7	Stage 8	Stage 9
NEW Learner's Book with Digital Access	● 978-1-108-74278-8	● 978-1-108-74282-5	● 978-1-108-74286-3
NEW Digital Learner's Book	● 978-1-108-74279-5	● 978-1-108-74283-2	● 978-1-108-74287-0
NEW Workbook with Digital Access	● 978-1-108-74281-8	● 978-1-108-74285-6	● 978-1-108-74289-4
NEW English Language Skills Workbook	● 978-1-108-79902-7	● 978-1-108-79905-8	● 978-1-108-79906-5
NEW Teacher's Resource with Digital Access	● 978-1-108-78514-3	● 978-1-108-78518-1	● 978-1-108-78522-8

Cambridge Lower Secondary Global Perspectives

Keely Laycock

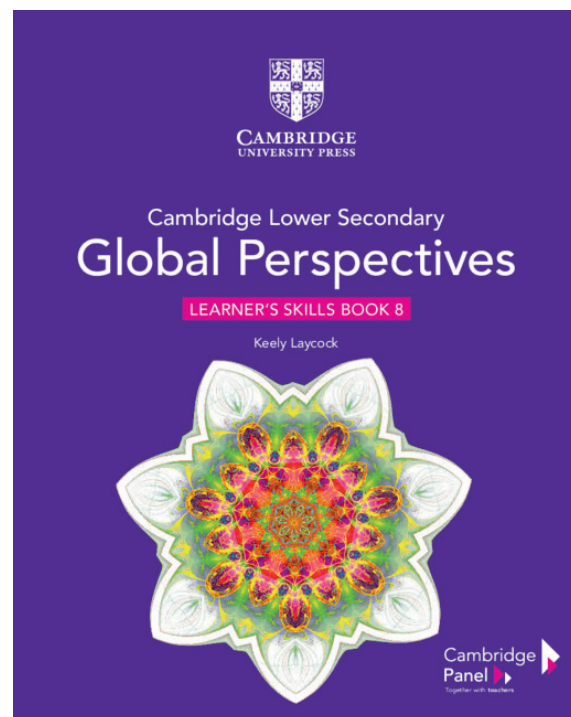
Cambridge Lower Secondary Global Perspectives is our collection of learner's skills books and teacher's books that provide unparalleled support for the new Cambridge Lower Secondary Global Perspectives curriculum framework Stages 7-9.

Championing student development of 21st century skills, including critical thinking, independent research, communication and more, our workbooks help learners to become global citizens with a natural curiosity for the world around them.

Learner's skills books

One of the hardest things about teaching Cambridge Global Perspectives is demonstrating the development of student skills. Our write-in skills books are learner-centred and provide a quick and simple way to track understanding and progression as students work their way through the course.

- Units develop the key skills of reflection, analysis, research, collaboration, evaluation and communication
- Questions drive student thinking and make learning visible, such as 'what do you think the term "research" means?' and 'write down what you found difficult in the last lesson and one way that you can overcome this difficulty'
- Collaborative and independent activities give students ownership of their learning
- Clear learning goals allow students to assess their progress
- Peer assessment and self-assessment opportunities help improve collaboration and reflection



Teacher's books

In a Cambridge Global Perspectives classroom, you have the chance to take on the role of facilitator to learning. This can sometimes feel like a challenge without pre-defined course content, which is why our teacher's books are the perfect addition to your Cambridge Global Perspectives collection.

- Clearly defined learning objectives and criteria for you to measure against
- Opportunities for group work and scaffolded assessment
- Support for providing student feedback, questioning and self and peer assessment
- Differentiation support ensures you can tailor learning to all students
- Highlighted common misconceptions and cross-skill links encourage a holistic approach to teaching
- Language support from expert authors helps you make content as understandable as possible

Coming soon

Cambridge Primary Global Perspectives

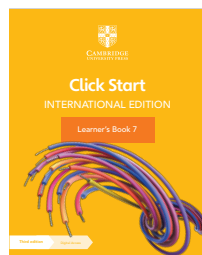
The brand-new Cambridge Primary Global Perspectives series comes complete with write-in learner's skills books and comprehensive teacher's books.

Designed to help students develop key Cambridge Global Perspectives skills – including research, collaboration, analysis, evaluation and more – you and your learners will feel supported in the classroom while working your way through the skills-based course.

Stage	Stage 7	Stage 8	Stage 9
Learner's skills book	978-1-108-79051-2	978-1-108-79054-3	978-1-108-79056-7
Digital Learner's Skills Book (1 year access)	978-1-108-98430-0	Coming Soon	Coming Soon
Teacher's Book	978-1-108-79052-9	978-1-108-79055-0	978-1-108-79057-4
Digital Teacher's Book (1 Year access)	978-1-108-98431-7	Coming Soon	Coming Soon

These texts have not been through the Cambridge International endorsement process.

Which computing resources are right for my students?



Click Start



ICT Starters

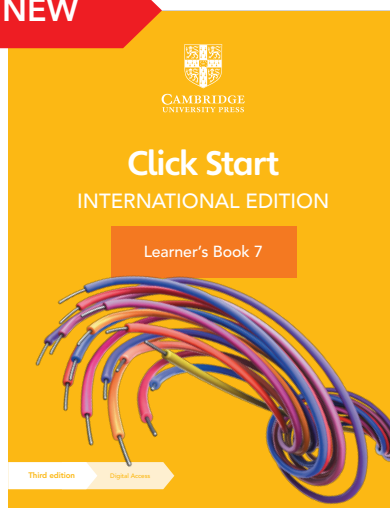


Coding Club

How many stages are in the series?	8	5	4
What ages is the series aimed at?	5 - 14 years	7 - 14 years	7 - 14 years
What approach does the series take?	Activity-based: learner's books are packed with write-in activities and exercises	Spiral: learners will build on recurring topics throughout	Task-based: step-by-step instructions guide learners through tasks and develop their confidence
What skills does the series cover?			
Programming	✓	✓	
ICT	✓	✓	✓
Computer science	✓		
What programmes does the series cover?			
Scratch	✓	✓	
HTML	✓	✓	
Python	✓	✓	✓
MSWLogo	✓		
QB64	✓		
Macromedia Flash	✓		
Javascript	✓		
The fun stuff	<p>'Who am I?' biographies inspire young learners</p> <p>Projects give your learners a taste of real-life computing</p> <p>Posters to brighten up your classroom</p>	<p>Scenario activities to give your learners real-life computing practice</p> <p>Final projects bring together skills from each chapter</p>	<p>Projects such as creating a game or building an app</p> <p>Experiments that allow your learners to play with code</p>



NEW

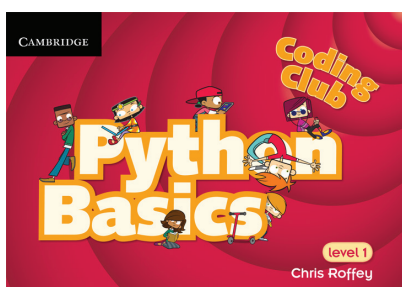


NEW Click Start International edition

Introduce learners to programming concepts and help them develop their ICT skills with this series for 5 to 14 year olds. They'll develop their programming skills through introductions to MSWLogo, Scratch, QB64, Macromedia Flash, HTML, JavaScript and Python as well as learning essential Microsoft® Office software including Word, Excel and PowerPoint.

- Updated to the latest versions of tools and software (Windows 10 updates; Microsoft® Office 2010 with updates on 2016; Scratch 3.0)
- Develops students' critical thinking and problem-solving skills, with real-world examples and projects
- Project work equips learners with the problem-solving and computational thinking skills to tackle computing problems efficiently
- Includes additional activities and resources such as slide shows, videos and interactive self-marking questions in the accompanying digital resource

Learner's Book 1 with Digital Access	978-1-108-95180-7	Learner's Book 5 with Digital Access	978-1-108-95188-3
Digital Learner's Book 1 (1 year)	978-1-108-94847-0	Digital Learner's Book 5 (1 year)	978-1-108-94855-5
Learner's Book 2 with Digital Access	978-1-108-95182-1	Learner's Book 6 with Digital Access	978-1-108-95190-6
Digital Learner's Book 2 (1 year)	978-1-108-94849-4	Digital Learner's Book 6 (1 year)	978-1-108-94857-9
Learner's Book 3 with Digital Access	978-1-108-95184-5	Learner's Book 7 with Digital Access	978-1-108-95192-0
Digital Learner's Book 3 (1 year)	978-1-108-94851-7	Digital Learner's Book 7 (1 year)	978-1-108-94859-3
Learner's Book 4 with Digital Access	978-1-108-95186-9	Learner's Book 8 with Digital Access	978-1-108-95194-4
Digital Learner's Book 4 (1 year)	978-1-108-94853-1	Digital Learner's Book 8 (1 year)	978-1-108-94861-6



Coding Club

Chris Roffey

Coding is one of the most sought-after skills in today's job market. *Coding Club* is our unique series of coding books that guides young programmers to create their own versions of familiar games and apps. With clear explanations and a step-by-step layout, the series starts at beginner level and works its way up over three levels.

- Clear explanations and step-by-step layout to introduce the basics of coding
- Core books introduce essential skills, while additional books give students the chance to develop and practise skills in areas that interest them
- Suitable for Mac, Windows, Linux and compatible with Raspberry Pi



The code is suitable for Mac, Windows and Linux users and is compatible with the Raspberry Pi.

Accessible online and on tablet devices through the Cambridge GO platform.



Level 1

Python: Basics	978-1-107-65855-4
Python: Basics with Digital Access (1 year) School Site Licence	978-1-107-49534-0
Python: Programming Art Supplement 1	978-1-107-63109-0
Python: Programming Art Supplement 1 with Digital Access (1 year) School Site Licence	978-1-107-49647-7

Level 2

Python: Next Steps	978-1-107-62325-5
Python: Next Steps with Digital Access (1 year) School Site Licence	978-1-107-49642-2
Python: Interactive Adventures Supplement 2	978-1-316-63411-0
Python: Interactive Adventures Supplement 2 with Digital Access (1 year) School Site Licence	978-1-316-63412-7

Level 3

Python: Building Big Apps	978-1-107-66687-0
Python: Building Big Apps with Digital Access (1 year) School Site Licence	978-1-107-49643-9
Black Flag	978-1-107-67140-9

This series has not been through the Cambridge International endorsement process.

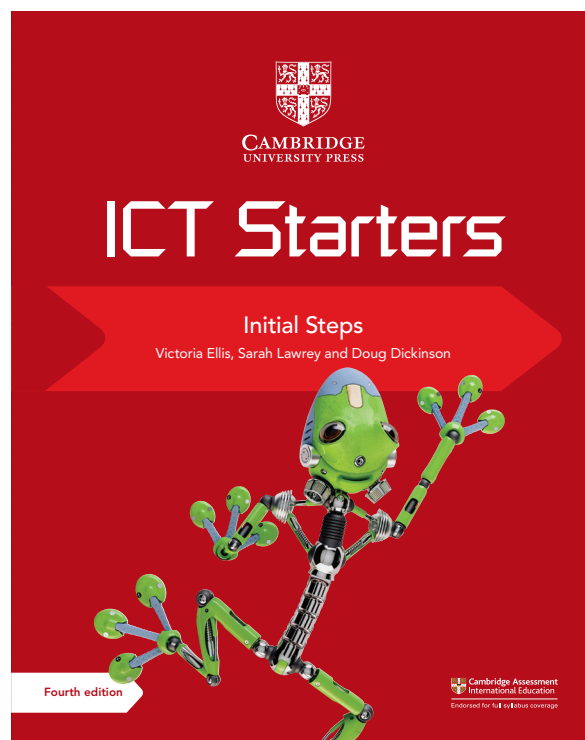
ICT Starters

Fourth edition

Victoria Ellis, Sarah Lawrey and Doug Dickinson

Help your students learn essential ICT skills, from using Microsoft Office® basics to creating animations and websites. This series brings a fresh approach to ICT for students from 7 to 14 years old, mapped to the Cambridge ICT Starters syllabus.

- Clear module objectives at the start of every chapter highlight specific syllabus skills and whether they correspond to a Pass or Merit level
- A 'Before you start' section links back to prerequisite knowledge, ensuring students are prepared and ready to start the chapter
- A strong emphasis on e-safety helps students stay safe on the internet
- Fun activities – including creating images, exploring multimedia and programming – provide a steady step-by-step approach
- A practical activity at the end of each chapter provides task-based learning where students can consolidate all of their skills
- Opportunities for reflection allow students to monitor their learning and consider what and how they have learnt



Teacher's resource

Our comprehensive digital teacher's resource provides teaching guidance for all experience levels.

Covering all five coursebooks in one, you'll save planning and preparation time with:

- Sample answers to coursebook activities
- Expert lesson delivery guidance
- Support on the technical language of computing
- Even more lesson ideas to ensure your students are engaged

Available online and offline. Don't miss out on the perfect teaching companion for ICT Starters!



This series is endorsed by
Cambridge Assessment
International Education

Initial Steps	✓ 978-1-108-46351-5
Next Steps Stage 1	✓ 978-1-108-46352-2
Next Steps Stage 2	✓ 978-1-108-46353-9
On Track Stage 1	✓ 978-1-108-46354-6
On Track Stage 2	✓ 978-1-108-46355-3
Digital Teacher's Resource Access Card	✓ 978-1-108-45730-9

Our professional development opportunities

Cambridge Lower Secondary

We offer a range of flexible professional development opportunities to support you on your journey to embedding active learning into your teaching. From discovering new ways to apply key teaching approaches alongside our resources, to building a network with other teachers, find out how our training courses and online support services can help you and your school reach your unique development goals.

Feel confident using our resources

Discover the most effective ways to apply key teaching approaches and build a network with other teachers. Discuss ideas and challenges with peers and experts.

Unique support for your school

Our training materials can be tailored to your unique needs. Practical guidance alongside a structured framework allows you to target problems with ease, enabling a smooth transition to reassure teachers and parents.

Support that reaches more teachers

We work closely with senior teachers, preparing them to deliver subsequent workshops using our training materials.

Training that is flexible and manageable

We offer various delivery options for our initial training courses. Start preparing for the start of term as soon as you have access to our online support services.

Continuous support for all teachers

As you progress through the first year of using our resources, you may face challenges and seek specific support. Our online support services offer ongoing guidance at a time that suits you.

Move forward together

Train alongside your peers and learn together. Explore fresh perspectives on how to apply teaching approaches and gain subject-specific guidance.



Preparing to Teach courses

Self-Study

Adapt our training materials to reflect your school's unique development goals and lead your own workshops with teachers and parents.

Online Masterclasses

Join two interactive webinar sessions and gain advice from a trainer, to evaluate the needs of your school and deliver personalised training.

Face-to-Face Workshops

One-day workshops provide an opportunity for you to gain reliable support from a trainer and practise active learning techniques.

Online support services

Cambridge Teaching Skills Roadmap

This teaching framework provides detailed guidance and best practice examples for multiple key teaching skills, from assessment for learning to teaching in English.

Cambridge Teacher Support Service

Join an online community and connect with teachers from around the world. Ask specific questions about the resources, to build confidence and deliver effective teaching.

Find out more visit
cambridge.org/education/pd
or contact your local representative.

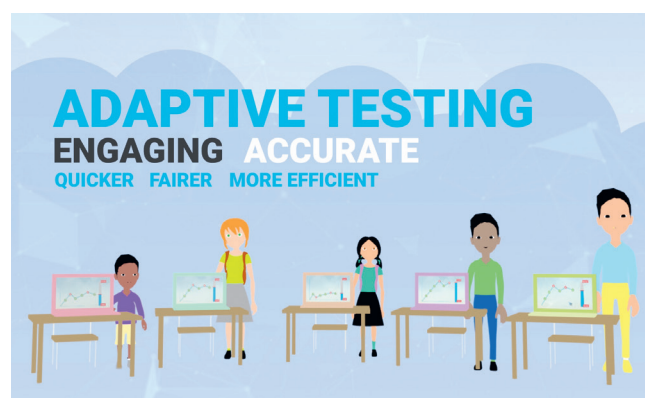


Plan for a brighter future

Your influence makes more difference to what students can achieve than any other aspect of schooling. We are here to support you with data that can inform and evidence your decision-making.

Cambridge CEM assessments help teachers:

- Track and demonstrate student progress over time
- Make better interventions by identifying student strengths, weaknesses and potential
- Set grade expectations for external examinations
- Build rich and deep evidence year on year about teaching and learning.



	MidYIS Ages 11-14	Yellis Ages 14-16	Alis/CEM IBE Ages 16-18
Computer-adaptive	✓	✓	✓
Baseline measure of strengths and weaknesses	✓	✓	
Time	20 minutes	20-25 minutes	20 minutes per section
Aptitudes assessed	Vocabulary, mathematics, non-verbal ability, skills	Vocabulary, mathematics, non-verbal ability	Vocabulary, mathematics, non-verbal ability
50 minutes	✓	✓	✓
No teacher marking	✓	✓	✓
Identifies individual needs	✓	✓	✓
Measures progress	✓	✓	✓
Predictions to GCSE and IGCSE	✓	✓	
Predictions to A Level and IB Diploma			✓
Longitudinal data	✓	✓	✓
Compare students' performance	✓	✓	✓
Identifies cohort patterns and trends	✓	✓	✓
Value-added data	✓	✓	✓

Inspire every student to fulfil their potential

There are many factors that may affect student outcomes, Cambridge CEM's baseline assessments offer predictions of likely future outcomes for each learner and each subject.

The predictive feedback is reliable and practical, helping teachers to:

- Identify key areas for development
- Get ahead with planning
- Set realistic and challenging targets
- Track progress and plan support

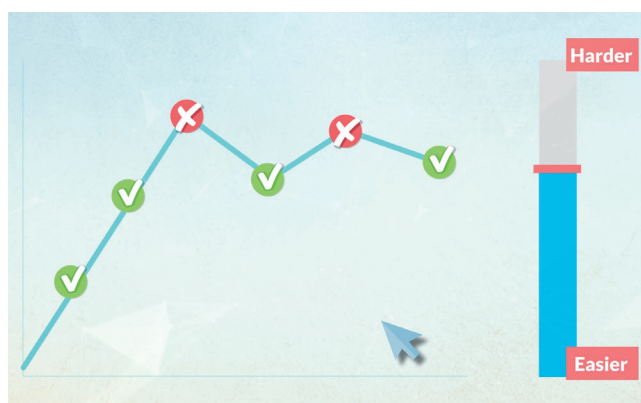
Cambridge CEM's baseline assessments are easy to implement, with little preparation and no teacher marking. The computer-based adaptive assessments take around 50 minutes and results are ready very quickly, meaning you can easily put the results to use to focus your teaching on the areas where students need the most support.

"Value-added on results day was excellent this year. It was very handy to receive the feedback so quickly as it allowed me to have value-added conversations with staff and governors right away."

John Maguire, Haberdashers' Aske's Boys' School

Case study: Oshwal Academy Mombasa, Kenya

Oshwal Academy Mombasa in Kenya has been a Cambridge International School since 2015 and offers the Cambridge Pathway to students aged 5 to 19.

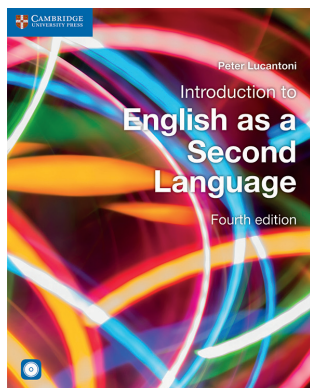


"We use CEM tests at every stage of education, from pre-school to age 16-18. [...] We needed a tool to help us determine the level of learners before they start a course. We also wanted a way of measuring the impact of teaching interventions on learning, and a means of setting realistic teaching targets for teachers. CEM tests help us understand each child's potential. [...] We use CEM tests to find out the level of our learners before they start a course and as a basis for discussion with parents. We use Cambridge Pathway summative tests to evaluate the effectiveness of the interventions we put in place, and provide evidence that learning has taken place. [...] We have found CEM's data to help us develop informed teaching and learning interventions before the start of each Cambridge course. This has led to better results in Cambridge exams."

Cambridge CEM (Centre for Evaluation and Monitoring) is part of the Cambridge family, being a partnership of Cambridge University Press and Cambridge Assessment and striving to improve education for all. CEM works with schools in more than 90 countries. Find out more about how Cambridge CEM can help you, cem.org/cup

Cambridge IGCSE™

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds. It is the perfect springboard to advanced study, including Cambridge International AS & A Levels and Cambridge Pre-U.



CEFR: B1

Introduction to English as a Second Language

Fourth edition

Peter Lucantoni

From fashion to monsters and other exciting topics, this series prepares your learners for Cambridge IGCSE English as a Second Language or equivalent level. Specifically designed for 13 to 14 year olds (or pre-Cambridge IGCSE), it partners *Cambridge IGCSE™ English as a Second Language* by Peter Lucantoni. It is also an ideal intermediate-level English course for learners studying other qualifications, such as B1 Preliminary.

Coursebook

- Clear, practical support for students with a focus on skills development: listening, speaking, reading and writing
- A specific language focus section in every unit helps students revise and consolidate key areas of language awareness, while activities throughout build vocabulary
- The audio CD provides easy access to the listening activities
- Focused language support for those studying other curriculum subjects in English at secondary or high school

Teacher's resource

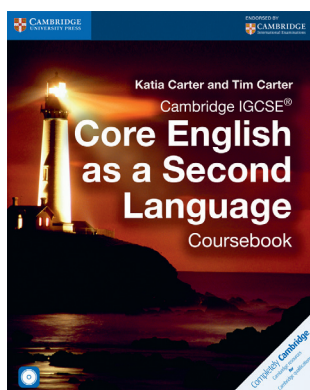
- Differentiated activities help you stretch more able students as well as supporting those who need extra help
- Language tips help you focus lessons on vital language skills needed to succeed in English
- Detailed answers to all of the coursebook and workbook exercises show students what good looks like

Coursebook with Audio CD	978-1-107-68698-4
Workbook	978-1-107-68881-0
Teacher's Book	978-1-107-53276-2

This series has not been through the Cambridge International endorsement process.

Cambridge IGCSE™ Core English as a Second Language

Katia Carter and Tim Carter



CEFR: B1-B2

Learn English skills with interesting topics from social media, to the life of an astronaut. This series has a strong focus on vocabulary and grammar in context, helping students improve their general level of English. Its familiar structure is suited to schools new to Cambridge IGCSE.

- The coursebook contains opportunities to work in groups, with projects called 'Activate your English'. Exam-style questions provide students with opportunities to practise their English and an audio CD is included for use with the listening exercises
- The teacher's book provides invaluable advice and tips from experienced teachers and examiners, photocopiable materials and the answers to the coursebook questions
- This series is suitable as a pre-IGCSE course

Coursebook with Audio CD	978-1-107-51566-6
Teacher's Resource Book	978-1-107-51571-0

This series has not been through the Cambridge International endorsement process.

Cambridge IGCSE™ English as a Second Language

Fifth edition
Peter Lucantoni

Cambridge IGCSE™ and IGCSE (9-1) English as a
Second Language syllabuses (0510/0511/0911).

Coursebook

- Contemporary videos of Cambridge IGCSE students talking about topics, such as TV programmes and social media, in every unit
- Four new speaking units with videos build confidence in oral work
- Exam-style questions provide helpful practice for the new task types
- More listening exercises in both coursebook and workbook (available online and on CD) help students with aspects of the course that they often struggle with
- Varied topics for students to enjoy – from listening to NASA careers advisors to analysing a climate change magazine article

The digital edition contains interactive activities so students can practise the four core skills

Teacher's resource

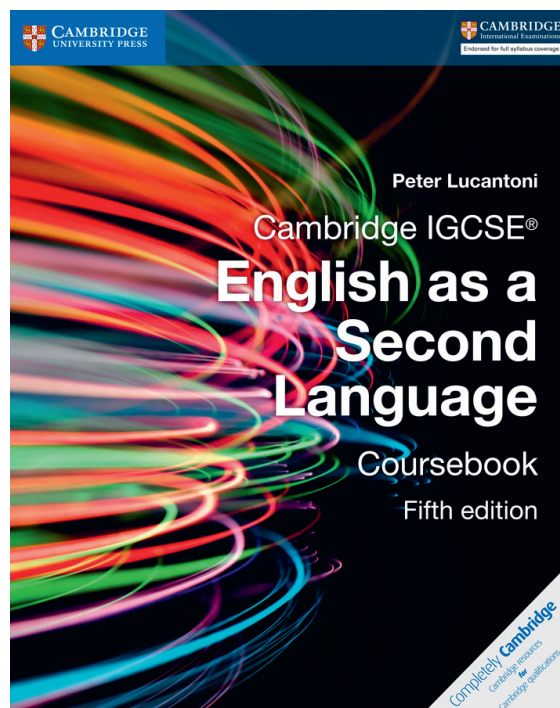
Borne of research in English as a second language in classrooms around the world, the teacher's book is an invaluable companion for teaching the course. It contains helpful differentiation activities as well as all audio and video for the coursebook and workbook on accompanying CDs and DVD.

- Differentiated activities help you stretch more able students as well as support those that need extra help
- Language tips help you focus lessons on vital language skills needed to succeed in English
- Detailed answers to all of the coursebook and workbook exercises show students what good looks like

Does your class need particular help with different aspects of Cambridge IGCSE English as a Second Language? See our resources on the next page for all your needs.



Watch our English as a
Second Language: Practice
Speaking video.



CEFR: B2



This series is endorsed by
Cambridge Assessment
International Education

**I am using the new IGCSE
English as a Second Language
resources for my new
Year 10 class next year. I think
the videos will work well with my
students because many of them
are very nervous about speaking.
I think seeing others will show
them what to expect and help
them to see that they are more
than capable of doing well in
the speaking component.**

Louise Holmes, English Teacher,
Aspire School, Cyprus

Coursebook	✓ 978-1-108-46595-3
Coursebook with Digital Access (2 years)	✓ 978-1-316-63652-7
Digital Coursebook (2 years)	✓ 978-1-316-63654-1
Teacher's Book with Audio CDs and DVD	✓ 978-1-108-56669-8
Workbook	✓ 978-1-108-46597-7
Digital Workbook (2 years)	✓ 978-1-108-97191-1

Success International English Skills

Fourth edition

Marian Barry

Cambridge IGCSE™ and IGCSE™ (9-1) English as a Second Language syllabuses (0510/0511/0911).

Success International was highly commended in the English-Speaking Union Awards and received an award from the Duke of Edinburgh for its language support. The fourth edition of the series is for learners who already have a strong grasp of English and feel ready to tackle advanced vocabulary and expressions.

Coursebook

- Exam-style questions in every unit provide students with opportunities to practise what they have learnt on the course and prepare themselves for their examinations
- Strong focus on developing students' grammar and vocabulary
- Engaging new texts – such as blogs about travel, film posters and celebrity interviews – reflect the revised syllabus and provide students with deeper insight into the language and culture
- More listening exercises than previous editions, so students get extra practice with one of the more challenging aspects of the course

Teacher's resource

- Useful tips and techniques for differentiation in the classroom
- All answer keys and scripts from the student's book and workbook are included for ease, as well as sample answers for each writing type
- 'Exam at a Glance' section provides a clear overview of the Cambridge IGCSE English as a Second Language assessment
- 'Wider Practice' sections at the end of each unit present creative ideas to extend the learning themes of each unit
- An audio CD is included for easy access to the listening activities



CEFR: B2-C1



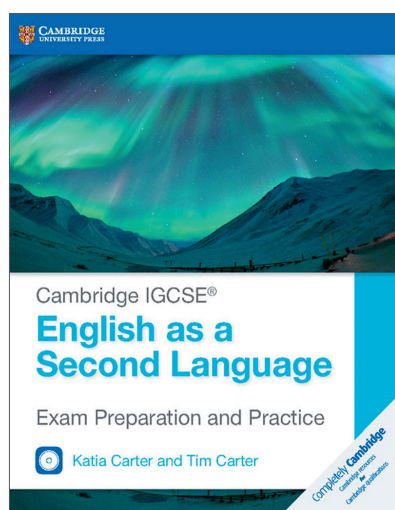
Success International's engaging, up-to-date lessons motivate my students to read through exciting extracts covering a wide range of topics. The advanced, context-based vocabulary and phrases it offers don't only make learners more confident with their oral expression, but also give their writing an edge!

Waleed El Halawany, Head of English,
Thamer International School, Saudi Arabia

Student's Book	✓ 978-1-316-63705-0
Digital Student's Book (2 years)	✓ 978-1-108-79214-1
Teacher's Book with Audio CDs	✓ 978-1-316-63710-4
Workbook	✓ 978-1-316-63708-1

For Cambridge IGCSE™ English as a Second Language

Support the 0510/0511/0911 syllabuses.



Exam Preparation and Practice

Second edition

Katia Carter and Tim Carter

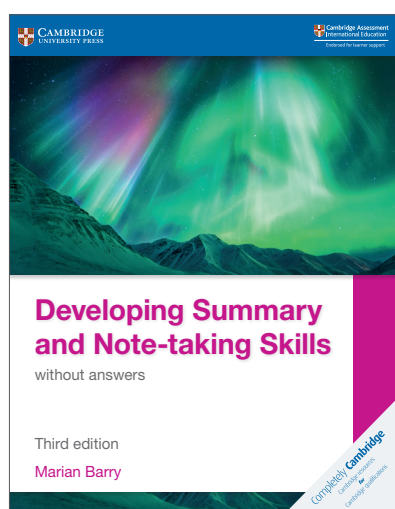
This book is ideal preparation for the final year before examination.

- Four guided practice tests, audio and video are included to build confidence ready for the revised Cambridge IGCSE English as a Second Language exam
- An active learning approach with a test-teach-test methodology
- Full sample answers with examiner comments and grades help students understand what is required in the writing and speaking exams

Exam Preparation and Practice with Audio CD

978-1-316-63678-7

This text has not been through the Cambridge International endorsement process. Any references or material related to answers, grades, papers or examinations are based on the opinion of the authors.



Developing Summary and Note-taking Skills

Third edition

Marian Barry

This resource ensures students get plenty of summary and note-taking practice in preparation for their Cambridge IGCSE English as a Second Language examinations.

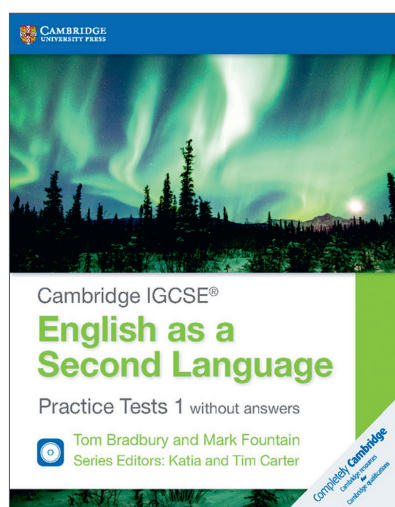
- A specific Core level section provides differentiation between ability levels
- Guided help with summary and note-taking practice across six themes
- Mark schemes and sample answers help students understand how to structure their responses for their examinations
- Although this series has been endorsed for Cambridge IGCSE English as a Second Language, first language students can also use this book to develop their skills

Developing Summary and Note-taking Skills with answers

✓ 978-1-108-81133-0

Developing Summary and Note-taking Skills without answers

✓ 978-1-108-81132-3



Practice Tests

Tom Bradbury, Mark Fountain, Katia Carter and Tim Carter

Written by examiners to the specifications of the revised syllabus, this book contains four new extended practice tests that help students confidently prepare for the Cambridge IGCSE English as a Second Language exam. Students can use this both at home and in class to develop familiarity with the format of the assessment and enhance their technique.

- Graded sample answers with teacher comments in the 'with answers' edition help students understand what is required in the exam
- Oral exam prompts and audio support independent practice
- This book can be used alongside any Cambridge IGCSE coursebook as a source of mock tests, particularly in the important weeks before the exam

Cambridge IGCSE™ English as a Second Language Practice Tests 1 with answers

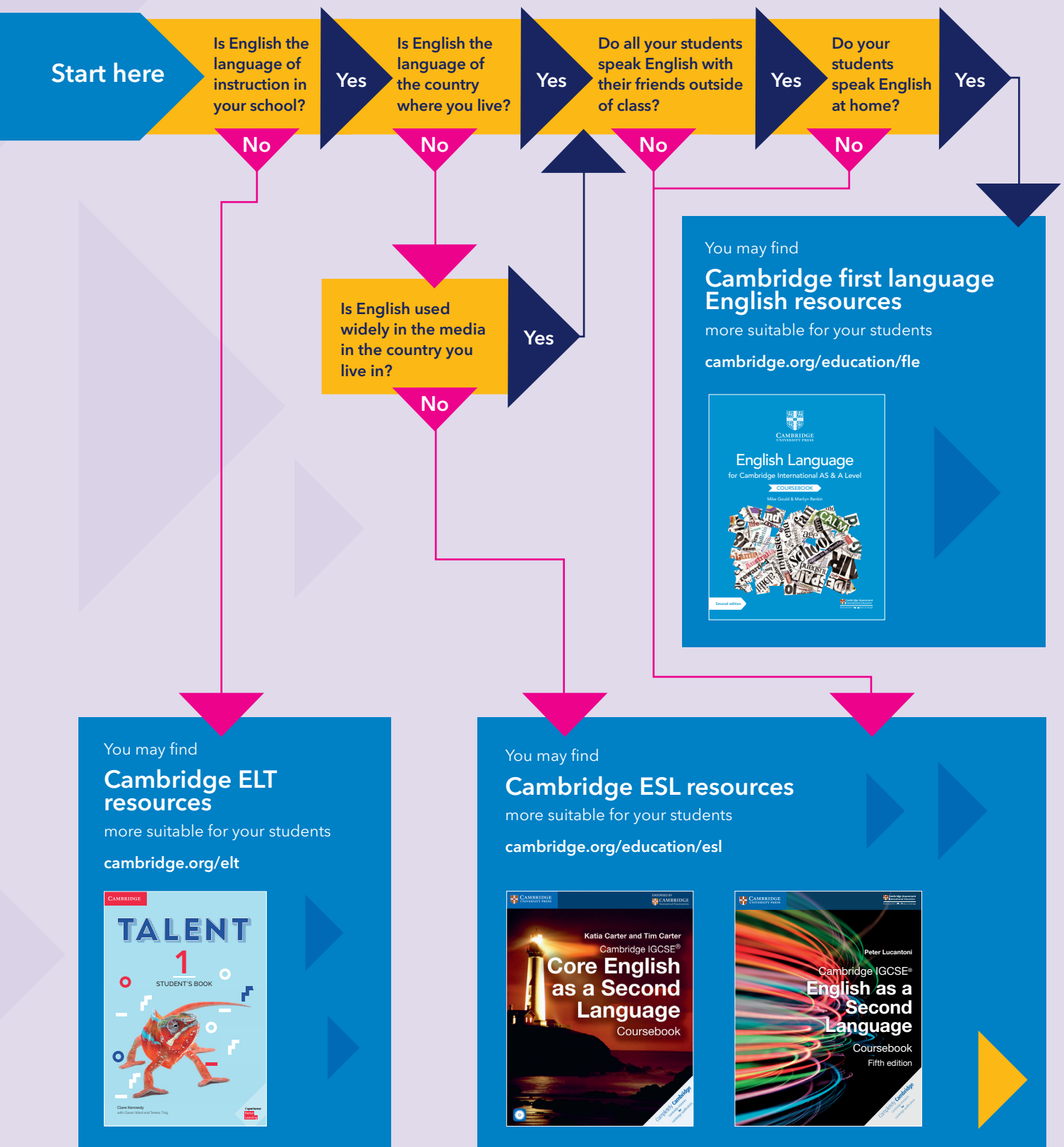
978-1-108-54610-2

Cambridge IGCSE™ English as a Second Language Practice Tests 1 without answers

978-1-108-54611-9

These texts have not been through the Cambridge International endorsement process. Any references or material related to answers, grades, papers or examinations are based on the opinion of the authors.

Which English resources are right for my students?



To **help you decide** which resources are most appropriate for your students, use the flowchart above.

Cambridge IGCSE™ First Language English

Fifth edition
Marian Cox

Cambridge IGCSE™ First Language English syllabuses
(0500/0524).

With this fully revised coursebook, teacher's resource and practice book, you can tailor the course according to the particular needs of your class. Marian Cox's series continues to support students to reach their full potential and meets the increased demands of the revised syllabus.

Coursebook

- The coursebook helps to develop confidence by revisiting skills and building on prior knowledge
- A wide range of international text types for students to enjoy
- An active learning approach integrates speaking and listening throughout
- Improved navigation between all three course components helps you to plan lessons and your students to understand learning objectives

Teacher's resource

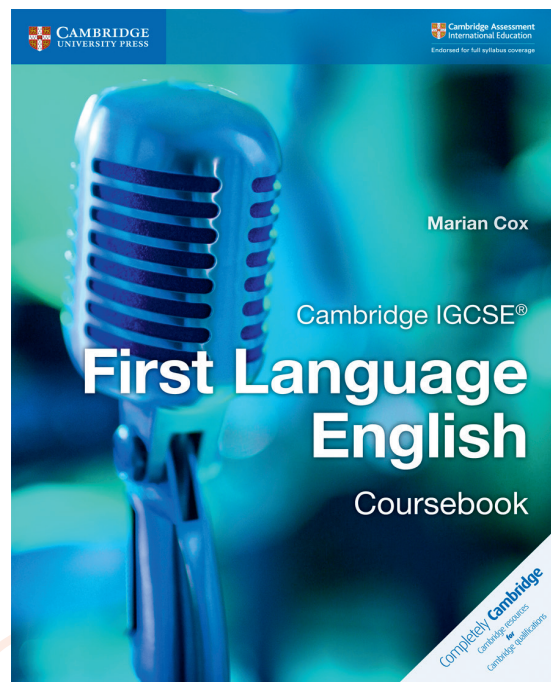
- 24 pre-planned lessons, worksheets and answer keys included in this print and digital bundle save you time when teaching the course
- 12 downloadable progress checks you can print and use with your class to reflect on their learning

Language and Skills Practice Book

- Exam-style tasks provide learners with additional support around the mechanics of language and grammar

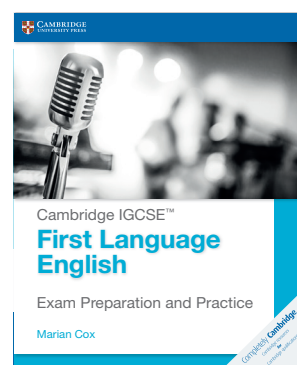
Teachers value the time this book saves them in lesson preparation and the international approach.

Nicki Coombs, Director, Beaconhouse, Malaysia



Exam Preparation and Practice*

- Exam strategy training to develop exam confidence in your students
- Five full tests in line with the 2020 syllabus give your students plenty of opportunity to practise



Digital Classroom

- Videos and activities for every unit
- On-screen versions of the coursebook and practice book for front-of-class teaching
- Perfect for introducing a text or leading sessions with your class

Coursebook	✓ 978-1-108-43888-9
Digital Coursebook (2 years)	✓ 978-1-108-43890-2
Teacher's Resource with Digital Access	✓ 978-1-108-43894-0
Language and Skills Practice Book	✓ 978-1-108-43892-6
Digital Classroom Access Card (1 year)	✓ 978-1-108-70572-1
Cambridge IGCSE™ First Language English Exam Preparation and Practice*	978-1-108-71704-5

*This text has not been through the Cambridge International endorsement process. Any references or material related to answers, grades, papers or examinations are based on the opinion of the author.

✓ = Endorsed by Cambridge Assessment International Education

Contact your local representative - see page 109

Cambridge IGCSE™ and O Level Literature in English

Second edition

Russell Carey

Cambridge IGCSE™ and O Level Literature in English syllabuses (0475/2010) for examination from 2020.

This fully revised second edition builds skills in responding to poetry, prose and drama for Cambridge IGCSE and O Level Literature in English and IGCSE World Literature.

- Activities and text extracts from internationally acclaimed writers such as Anita Desai and Arthur Miller engage students in world literature
- End-of-unit assessments provide self-evaluation opportunities throughout
- Practice opportunities build confidence in responding to poetry, prose and drama
- Course-specific worksheets and PowerPoints provide lesson-planning and delivery support

Coursebook	✓ 978-1-108-43991-6
Digital Coursebook (2 years)	✓ 978-1-108-43992-3
Digital Teacher's Resource Access Card	✓ 978-1-108-45733-0
Workbook	✓ 978-1-108-43995-4

Songs of Ourselves

Songs of Ourselves Volume 1 and Volume 2 present a wide range of poetry covering four centuries, every continent and subject matter from the cradle to the grave. With a great variety of language, form and style, parts of *Songs of Ourselves* are set for study in Cambridge IGCSE, Cambridge O Level, and Cambridge International AS & A Level Literature in English syllabuses.

- Each volume contains work by more than 100 poets from all parts of the English-speaking world, such as Shakespeare, Les Murray and Seamus Heaney
- Brief definitions help with more difficult words, phrases and references
- Thematic and chronological sections allow many different connections to be made across the poems, inspiring students and readers to explore the rich and ever-expanding world of poetry in English
- The covers have been updated but the selection of poems is the same

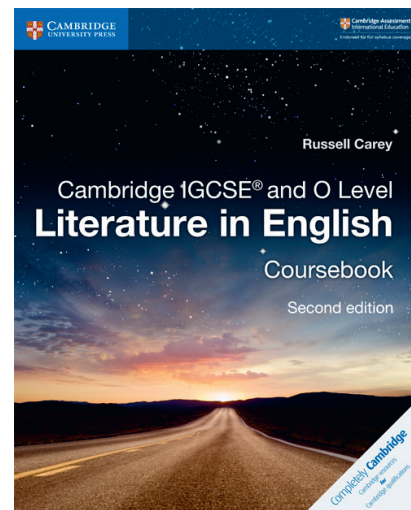
Volume 1	✓ 978-1-108-46226-6
Volume 2	✓ 978-1-108-46228-0

Stories of Ourselves

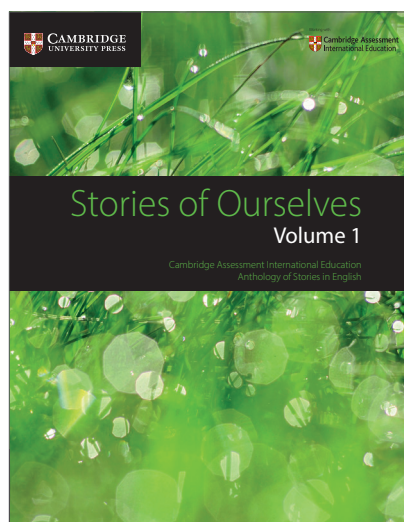
Stories of Ourselves Volume 1 and Volume 2 contain short stories written in English by authors from many different countries and cultures, including Christina Rossetti, Romesh Gunsekera, Segun Afolabi and many many more. *Stories of Ourselves* is a set text for Cambridge IGCSE, O Level and International AS & A Level Literature in English courses.

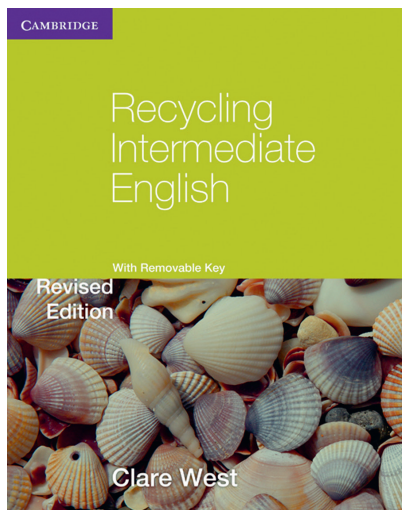
- Classic writers appear alongside new voices from around the world in a stimulating collection with broad appeal
- Brief biographical information about the writer of each story in Volume 2 provides useful context for students
- Notes on each story support students by explaining unfamiliar words and phrases

Volume 1	✓ 978-1-108-46229-7
Volume 2	✓ 978-1-108-43619-9



This series is endorsed by
Cambridge Assessment
International Education





Recycling English

Clare West

This series provides revision and practice in five areas: phrasal verbs, word study, vocabulary, grammar and writing. The books are ideal for classroom use or self-study and include writing models.

Recycling Elementary English with Key	A2	978-0-521-14079-9
Recycling Intermediate English, Revised Edition, with Removable Key	B1	978-0-521-14076-8
Recycling Your English, Fourth Edition, with Removable Key	B2	978-0-521-14075-1
Recycling Advanced English, with Removable Key	C1	978-1-107-65751-9

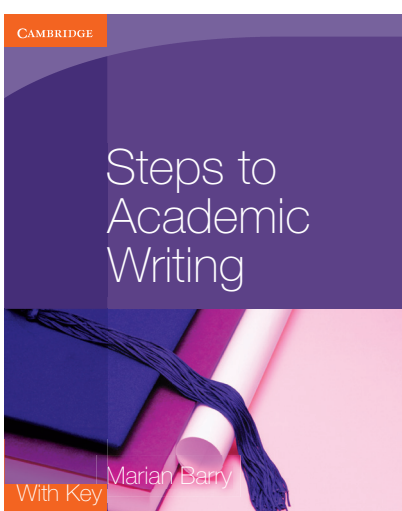


Originals and Selections

Clare West

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Originals	B1	978-0-521-14048-5
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Coursebook	978-0-521-18497-7
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Cambridge IGCSE™ Mathematics

Second edition

Karen Morrison and Nick Hamshaw

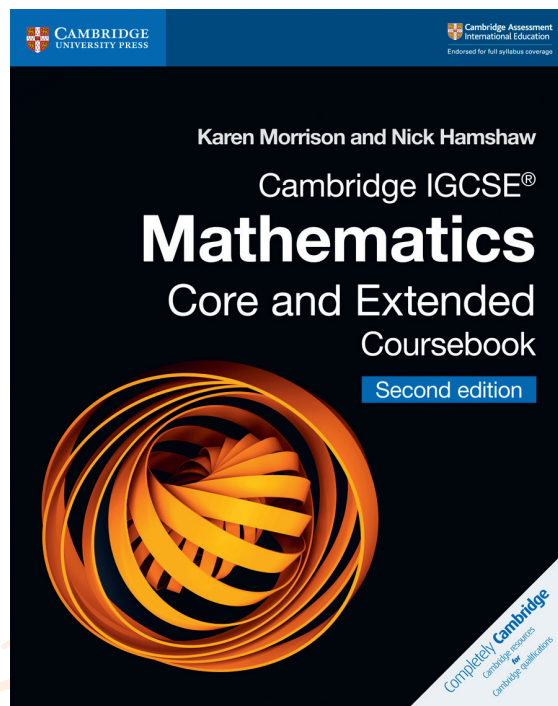
Cambridge IGCSE™ and IGCSE (9-1) syllabuses (0580/0980).

The series promotes a deeper understanding of mathematical concepts, helping students develop critical thinking skills that go beyond the scope of the classroom.

Coursebook

The coursebook promotes a spiral learning cycle that incorporates algebra, number, geometry, data and statistics with a coherent progression to demonstrate the interconnected relationships of mathematics.

- Covers materials for both Core and Extended aspects of the syllabus
- Explanations of mathematical concepts and clear worked examples guide students through the course, with rich exercises providing practice materials for students to consolidate skills
- Contains opportunities for formative assessment at the end of each chapter and exam-practice opportunities



This series is endorsed by
Cambridge Assessment
International Education

A very good book, perfectly balanced between theory and practice. Simple to read but complete in exercises. This book helps students learn maths and prepare for the Cambridge IGCSE exam via a light and never boring path. Students will be surprised to be so well prepared at the end of the course. Their teachers too.

Ferdinando Galdi, Liceo Scientifico Aristotele, Italy

These pages are from Cambridge IGCSE™ Mathematics Core and Extended Coursebook (Second edition)

Exercises help students to develop fluency in new mathematical skills.

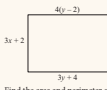
Rewind boxes refer back to earlier learning in a previous chapter.

Fast forward boxes refer to content students will learn in more depth at a later stage in the book.

Cambridge IGCSE Mathematics

8 For each of the following, draw rough sketches and give the dimensions:


- two rectangles with the same perimeter but different areas
- two rectangles with the same area but different perimeters
- two parallelograms with the same perimeter but different areas
- two parallelograms with the same area but different perimeters

9 

You will need to use some of the algebra from chapter 6.

Find the area and perimeter of the rectangle shown in the diagram above.

Circles



Archimedes worked out the formula for the area of a circle by inscribing and circumscribing polygons with increasing numbers of sides.

The circle seems to appear everywhere in our everyday lives. Whether driving a car, running on a race track or playing basketball, this is one of a number of shapes that are absolutely essential to us.

Finding the circumference of a circle

Circumference is the word used to identify the perimeter of a circle. Note that the diameter = 2 × radius (2r). The Ancient Greeks knew that they could find the circumference of a circle by multiplying the diameter by a particular number. This number is now known as π (which is the Greek letter 'pi', pronounced 'pie' (like apple pie)). It is equal to 3.141592654...

The circumference of a circle can be found using a number of formulae that all mean the same thing:

Circumference = $\pi \times \text{diameter}$
 $= \pi d$ (where $d = \text{diameter}$)
 $= 2\pi r$ (where $r = \text{radius}$)

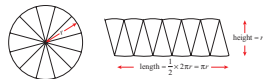
π is an example of an **irrational number**. The properties of irrational numbers will be discussed later in chapter 9.

7 Perimeter, area and volume

Finding the area of a circle

There is a simple formula for calculating the area of a circle. Here is a method that shows how the formula can be worked out.

Consider the circle shown in the diagram below. It has been divided into 12 equal parts and these have been rearranged to give the diagram on the right.



Because the parts of the circle are narrow, the shape almost forms a rectangle with height equal to the radius of the circle and the length equal to half of the circumference.

Now, the formula for the area of a rectangle is $\text{Area} = bh$ so,

Area of a circle = $\frac{1}{2} \times 2\pi r \times r$ (Using the values of b and h shown above)
 $= \pi r^2$ (Simplify)



If you try this yourself with a greater number of even narrower parts inside a circle, you will notice that the right-hand diagram will look even more like a rectangle.

This indicates (but does not prove) that the area of a circle is given by: $A = \pi r^2$.

You will now look at some examples so that you can see how to apply these formulae.

Worked example 2

For each of the following circles calculate the circumference and the area. Give each answer to 3 significant figures.

a	Circumference = $\pi \times \text{diameter}$	Area = $\pi \times r^2$
	$= \pi \times 8$ $= 25.1327...$ $\approx 25.1 \text{ mm}$	$r = \frac{d}{2}$ $= \frac{8}{2}$ $= 4$ $= \pi \times 4^2$ $= \pi \times 16$ $= 50.265...$ $\approx 50.3 \text{ mm}^2$
b	Circumference = $\pi \times \text{diameter}$	Area = $\pi \times r^2$
	$= \pi \times 10$ ($d = 2 \times r$) $= 31.415...$ $\approx 31.4 \text{ cm}$	$r = 5$ $= \pi \times 5^2$ $= \pi \times 25$ $= 78.539...$ $\approx 78.5 \text{ cm}^2$

Tip Your calculator should have a $\frac{\pi}{\pi}$ button. If it does not, use the approximation 3.142, but make sure you write this in your working. Make sure you record the final calculator answer before rounding and then state what level of accuracy you rounded to.

Clear explanations for ESL learners.

Worked examples provide step-by-step guidance.

Tip boxes identify pitfalls based on the authors' experiences with their students, and highlight things to be wary of or remember.

Core and Extended Coursebook with Cambridge Online Mathematics

Our digital Cambridge IGCSE Mathematics resource is endorsed by Cambridge Assessment International Education for full syllabus coverage.

- As part of a print and digital bundle, Cambridge Online Mathematics gives you the power to set classroom and homework exercises to individual students or entire classes through the platform
- This interactive course contains additional lessons, worksheets, walkthroughs, worked examples, quizzes and more

For your free trial, go to onlinemaths.cambridge.org

Teacher's resource

- The updated teacher's resource is packed full of practical support, ideas and advice, as well as extension activities and discussion points to bring maths to life
- Lesson planning, teaching notes, ideas for extension material and how to identify common mistakes and misconceptions are also included
- Contains answers to questions in the practice books and coursebook

This digital teacher's resource is available on the Cambridge GO platform.



Core and Extended practice books

- The Core and Extended practice books each provide a wealth of additional questions, with hints and tips along the way to reinforce skills and learning
- They provide comprehensive and targeted exercises, ensuring plenty of practice both for the classroom and for independent learning
- Additional practice, with full exam-style questions

Revision guide

- Provides clear explanations of the mathematical techniques students need to know, allowing them to target key areas of revision
- Contains worked examples, practice questions and useful points to remember to help students make best use of their revision time
- Each chapter contains revision learning objectives at the start and key points for effective preparation

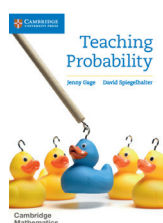


Also see



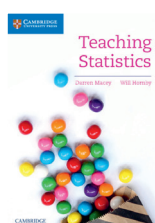
Teaching Probability

Turn to page 105 >



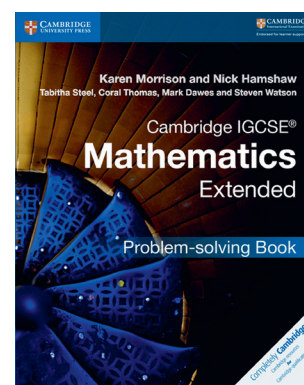
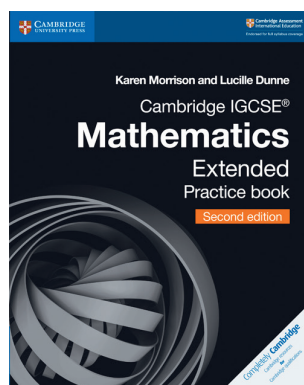
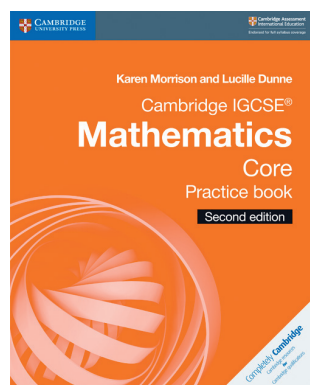
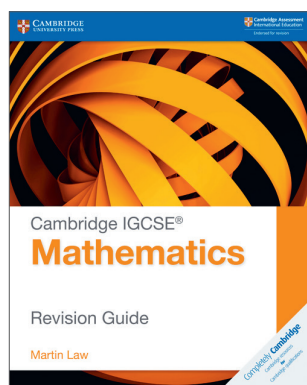
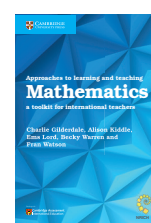
Teaching Statistics

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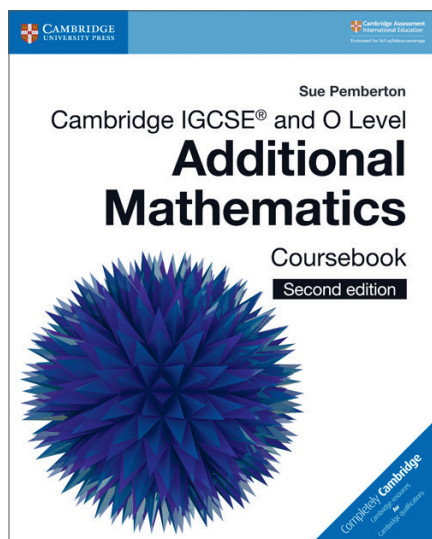
Approaches to learning and teaching Mathematics

Turn to page 107 >



Core and Extended Coursebook	✓ 978-1-108-43718-9
Core and Extended Coursebook with Cambridge Online Mathematics (2 years)	✓ 978-1-108-52573-2
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Extended Problem-solving Book*	978-1-316-64352-5
Revision Guide	✓ 978-1-108-43726-4

*This text has not been through the Cambridge International endorsement process. Any references or material related to answers, grades, papers or examinations are based on the opinion of the author.



This series is endorsed by
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Cambridge IGCSE™ and O Level Additional Mathematics

Second edition
Sue Pemberton

Cambridge IGCSE™ and O Level Additional Mathematics syllabuses (0606/4037).

This series delivers rich questioning, opportunities for classroom discussion, and challenge tasks that provide a deep learning experience for your students.

Coursebook

- Combines worked examples, practice exercises and exam-style revision sections
- Classroom discussion points and challenge questions encourage reflection and deeper learning
- Clear explanations of new mathematical concepts followed by exercises for students to practise

Teacher's resource

- The digital teacher's resource contains detailed lesson notes and planning tools, PowerPoint slides with interactive worked examples, practice papers and more

Practice book

- Provides further exercises for students to consolidate their skills in an order that follows the coursebook

These pages are from Cambridge IGCSE™ and O Level Additional Mathematics Coursebook (Second edition)

Cambridge IGCSE and O Level Additional Mathematics

14 Find the total distance that the ball travels from the first throw to the fifth impact with the ground.

15 John competes in a 10 km race. He completes the first kilometre in 4 minutes. He reduces his speed in such a way that each kilometre takes him 1.05 times the time taken for the preceding kilometre. Find the total time, in minutes and seconds, John takes to complete the 10 km race. Give your answer correct to the nearest second.

16 A geometric progression has first term a , common ratio r and sum to n terms, S_n .
Show that $\frac{S_{2n} - S_n}{S_n} = r^n$.

CHALLENGE Q
17 $1, 1, \frac{3}{3}, \frac{1}{9}, \frac{1}{27}, \frac{1}{81}, \frac{1}{81}, \dots$
Show that the sum of the first $2n$ terms of this sequence is $\frac{1}{2}(8^n - 3^{n+1} + 2)$.

CHALLENGE Q
18 $S_n = 6 + 66 + 666 + 6666 + 66666 + \dots$
Find the sum of the first n terms of this sequence.

11.5 Infinite geometric series
An infinite series is a series whose terms continue forever.
The geometric series where $a = 2$ and $r = \frac{1}{2}$ is $2 + 1 + \frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \dots$
For this series it can be shown that $S_1 = 2, S_2 = 3, S_3 = 3\frac{1}{2}, S_4 = 3\frac{3}{4}, S_5 = 3\frac{7}{8}, \dots$
This suggests that the sum to infinity approaches the number 4.
The diagram of the 2 by 2 square is a visual representation of this series. If the pattern of rectangles inside the square is continued the total area of the inside rectangles approaches the value 4.
This confirms that the sum to infinity of the series $2 + 1 + \frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \dots$ is 4.

Chapter 11: Series

This is an example of a **convergent** series because the sum to infinity converges on a finite number.

CLASS DISCUSSION
1 Use a spreadsheet to investigate whether the sum of each of these infinite geometric series converge or diverge. If they converge, state their sum to infinity.
 $a = \frac{2}{5}, r = 2$ $a = -3, r = -\frac{1}{2}$ $a = 5, r = \frac{2}{3}$ $a = \frac{1}{2}, r = -5$
2 Find other convergent geometric series of your own. In each case find the sum to infinity.
3 Can you find a condition for r for which a geometric series is convergent?

Consider the geometric series $a + ar + ar^2 + ar^3 + \dots + ar^{n-1}$.
The sum, S_n , is given by the formula $S_n = \frac{a(1-r^n)}{1-r}$.
If $-1 < r < 1$, then as n gets larger and larger, r^n gets closer and closer to 0.
We say that as $n \rightarrow \infty, r^n \rightarrow 0$.
Hence, as $n \rightarrow \infty, \frac{a(1-r^n)}{1-r} \rightarrow \frac{a(1-0)}{1-r} = \frac{a}{1-r}$.
This gives the result
 $S_\infty = \frac{a}{1-r}$ provided that $-1 < r < 1$

WORKED EXAMPLE 18
The first three terms of a geometric progression are 25, 15 and 9.
a Write down the common ratio.
b Find the sum to infinity.

Answers
a Common ratio = second term \div first term $= \frac{15}{25} = \frac{3}{5}$
b $S_\infty = \frac{a}{1-r} = \frac{25}{1-\frac{3}{5}} = \frac{25}{\frac{2}{5}} = 25 \times \frac{5}{2} = 62.5$ use $a = 25$ and $r = \frac{3}{5}$

Note: This is not true when $r \geq 1$ or when $r \leq -1$.

Class discussions provide problems or concepts that help to deepen learning and improve retention. These activities also help with peer-to-peer learning.

Notes provide a quick reminder of key facts and important points.

Worked examples provide step-by-step guidance.

Exercises help students to develop fluency in new mathematical skills.

Challenge students with tougher questions to stretch their skills.

Clear explanations for learners.

Coursebook

Digital Teacher's Resource Access Card

Practice Book

✓ 978-1-108-41166-0

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How to transition your learners

How do you make teaching Cambridge International AS & A Level science as demanding and thought-provoking as your efforts to teach Cambridge IGCSE™? By getting students to do the thinking.

Brighter Thinking Pod

Hear more from **Dr Mark Winterbottom**



Engage students with a concept

- Encourage interactive dialogue at the start of the lesson
- Give them an activity that allows them to work it out for themselves

Develop an autonomous learner

Employ the principles of assessment for learning (AFL):

- Get the students to work together in pairs or groups
- Give them feedback, so you know where they're starting from and going to

Develop essential science skills

Consider the key skills that the students will take forward into scientific careers.

- Critical thinking
- Data analysis skills
- The way they interpret data and make sense of data as part of enquiries

Practical work

One key part of teaching Cambridge International AS & A Level science is practical work. There are two key things that students get out of practical work. Both are equally important:

- Learning of conceptual work
- Learning 'How to do' – How to do science, how to interpret data and how to think

Find more top tips in our science webinars and videos playlist: youtube.com/cupeducation



From Cambridge IGCSE to Cambridge International AS & A Level science
Top teaching tips from **Dr Mark Winterbottom** (Faculty of Education, University of Cambridge).
From the webinar Top tips for teaching Cambridge International AS & A Level science.

Cambridge IGCSE™ science

New editions for examination from 2023. We are working with Cambridge International towards endorsement of this series. You can feel confident that it fully supports the syllabus and helps develop the scientists of the future!

Through extensive research, including lesson observations, teacher interviews and work with our online research community, these resources have been designed to meet specific challenges through targeted support and the creation of dedicated components that focus on learning science in English, maths skills, practical skills, and building confidence with command terms and exam-style questions. All our resources are written in accessible language with features to support our English as a second language learners.

Answers for all components are accessible to teachers for free on the Cambridge GO platform.



Coursebook

- The core component of each series is working towards endorsement by Cambridge Assessment International Education
- Develops scientific enquiry skills such as making predictions, recording observations, handling data, interpreting data and evaluating methods through practical activities
- Project feature at the end of each chapter supports assessment for learning, cross-curricular learning, skills for life and differentiation
- End-of-chapter exam-style questions build confidence
- 'Experimental skills' feature puts theory into a practical context
- Features such as 'Getting Started', summaries and reflection boxes provide opportunities for students to practise their reflection skills
- Each chapter opens with 'Science in context' discussion to engage students with the topic
- Opportunities for active learning such as scripting a podcast, to oral work such as a debate or speech! (Activities vary across the sciences)

Digital teacher's resource

- The digital teacher's resource is designed to help you use the series in the most effective way
- Now including a guide to all the practical activities in the practical workbook and coursebook, and sample data for the activities in the practical workbook, with step-by-step instruction, differentiation advice, lists of equipment, safety considerations, advice on collection of data, presentation, analysis, drawing conclusions and evaluation
- Time-saving downloadable differentiation worksheet packs are included for each chapter, plus additional end-of-chapter tests and end-of-course exam-style practice tests
- Includes professional development guidance for key teaching approaches with challenges
- This resource has been tested in the classroom with teacher-authored content

Workbook

- The write-in workbook supports consolidation of knowledge and honing of essential science skills, and fluency in answering questions and handling command terms
- 'Learning Intentions' are aligned to syllabus Learning Objectives
- Exercises are structured into three levels of increasing complexity: 'focus, practice and challenge' to help develop responsible, independent learners
- Students are given frequent opportunity for peer or self-assessment
- Tips are included to support students around well-known problem areas

Practical workbook

- The practical write-in workbook focuses on the key practical skills and is aimed at learners preparing for practical tests or alternatives to practical tests
- Each investigation includes equipment needed, safety considerations, 'Getting started' questions, a step-by-step method and questions focusing on the key skills
- Exam-style questions help improve confidence and fluency
- Links to real-world scenarios demonstrate how the science relates to learners' own lives
- The 'Practical skills and support' reference section at the start of the book helps build confidence

Coming soon

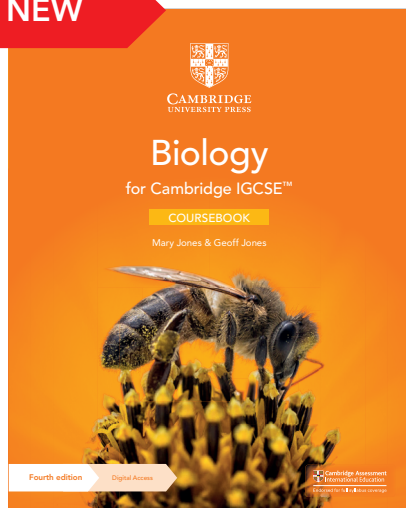
English language skills workbook*

- The English language skills workbook helps develop language skills in the context of the Cambridge IGCSE science syllabuses
- Exercises provide practice opportunities using key vocabulary and grammar in a variety of ways

Maths skills workbook*

- Written in collaboration with the Association for Science Education (ASE), based on research carried out by the Nuffield Foundation and the ASE
- Develops maths skills in the context of the Cambridge IGCSE science syllabuses

NEW



NEW Cambridge IGCSE™ Biology

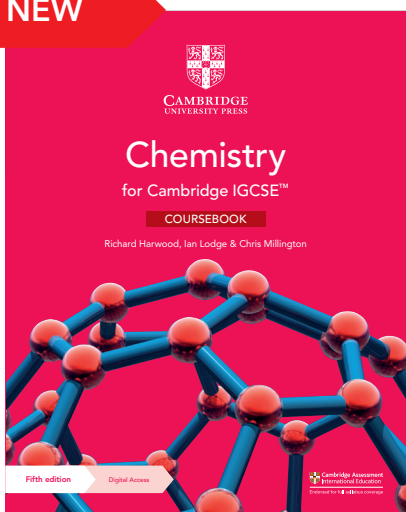
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Mary Jones, David Martindell, Matthew Broderick and Gemma Young

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NEW Cambridge IGCSE™ Chemistry

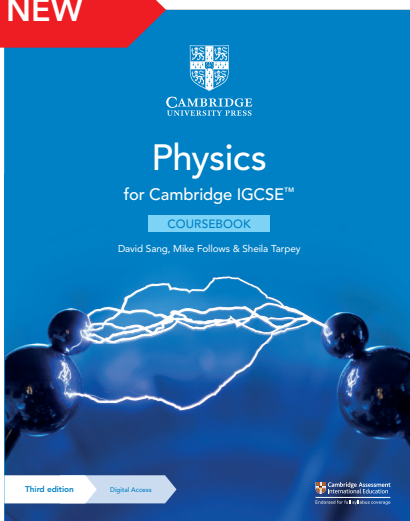
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NEW



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Third edition

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How to use your science teacher's resources for professional development

We know how valuable face-to-face professional development (PD) can be. However, we know it's not always possible to access, so here are some handy tips about how to use your teacher's resource for your own professional development. We want to bring a Cambridge community to you, to help you learn from educators around the world.

In our science teacher's resources we have:

- Included teaching activities and comments from teachers
- Reviewed and tested teaching ideas in classrooms

Teaching Skills Focus

The 'Teaching skills focus' feature covers a range of teaching skills with suggestions of how to implement them, supporting you to try new techniques and reflect upon your practice.

Tip: Try it out once per teaching topic, or when you have time, and develop your skills in a supported and contextualised way.

Approaches to Learning and Teaching

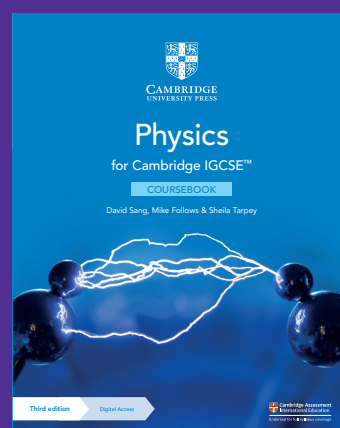
We offer guidance on the key pedagogies underpinning our course content and how we define them from our 'Approaches to Learning and Teaching' series.

Tip: Try reading each support document alongside the relevant 'Teaching skills focus' ?

Teaching Activity Ideas

Each teacher's resource contains over 300 starter, main and plenary activity ideas for you to choose from.

Tip: Use them to support your creativity, breathe new life into a topic and build on with your own ideas.



Syllabus support

These new series are designed to support you and your students through the syllabuses (Biology 0610, Chemistry 0620, Physics 0625). Here are the top three ways in which our resources support you through these updates:

- New topics added across the sciences have been supported by dedicated chapters in resources, such as 'Space Physics' in our physics editions, with accompanying 'Background Knowledge' support in the teacher's resource and 'Getting Started' activities in the coursebook to gauge prior learner knowledge.
- We reflect the rewording, clarification and reorganisation of learning objectives and topics.
- Up to date command words are used regularly in questions throughout the coursebook and practical workbook to enable students to practise recognising and using these. We define command words in feature boxes next to the exam-style questions where they first appear and again in the glossaries.

Find out more about how our resources support your students through the new syllabuses at [cambridge.org/education](https://www.cambridge.org/education)

Summaries provide key takeaway points from each chapter.

These pages are from Cambridge IGCSE™ Biology Coursebook with Digital Access

CAMBRIDGE INTERNATIONAL IGCSE BIOLOGY: COURSEBOOK

When a plant is actively photosynthesising and growing, the leaves are generally the major sources of translocated material. They are constantly producing sucrose, which is carried in the phloem to all other parts of the plant. These 'receiving' parts – the sinks – include the roots and flowers.

The roots may change some of the sucrose to starch and store it. The flowers use the sucrose to make fructose (an especially sweet-tasting sugar found in nectar). Later, when the fruits are developing, sucrose may be used to produce sweet, juicy fruits ready to attract animals.

But many plants have a time of year when they wait in a state of reduced activity for harsh conditions to end. In a hot climate, this may be during the hottest, driest season. In temperate countries, it may be during the winter.

During these difficult times, the plant does not photosynthesise. It survives by using its stores of starch, oils and other materials in its roots. The stored materials are converted to sucrose and transported to other parts of the plant. So, these storage areas have now become sources. For example, baobab trees (Figure 8.19) grow in tropical countries such as Madagascar. In the wet season,

their leaves photosynthesise and make sucrose. This is transported to the trunk and roots, where it is stored as starch. In the dry season, the baobab drops its leaves. When it rains again, the stores of starch are changed to sucrose, and transported to the growing buds, helping them to grow and form new leaves.

You can see from this example that phloem can transfer sucrose in either direction – up or down the plant. This isn't true for the transport of water in the xylem vessels. That can only go upwards, because transpiration always happens at the leaf surface, and it is this that provides the 'pull' to draw water up the plant.

Questions

18 In the wet season, which part of a baobab is a source, and which parts are sinks?

19 As the dry season comes to an end, which part of a baobab becomes a source, and which parts are sinks?

20 Phloem tubes can transport sucrose both up and down a plant. Explain why xylem can only transport water up a plant and not down it.






Figure 8.19: Baobab trees in the wet season, when the leaves are sources of sucrose.

Figure 8.20: Eucalyptus trees are helping mining companies to find gold that is deep underground.

8 Transport in plants

SUMMARY

In plants, xylem transports water and mineral ions and supports the plant. Phloem transports sugars and amino acids.

In roots, xylem and phloem are found in the centre, but in stems they are arranged in groups close to the outer edge. In leaves, they are found in the veins.

Xylem vessels have thick, strong walls containing lignin, and no cell contents. Their cells are joined end to end with no cross walls. These features help them to carry out their functions of support and water transport.

The large surface area of root hair cells helps them to absorb water and mineral ions.

Water moves from root hair cells through the root cortex, through the xylem and into the mesophyll cells in leaves.

Transpiration is the movement of water vapour from the air spaces in a leaf into the air outside the leaf, through stomata.

The water vapour in the air spaces comes from the mesophyll cells, as it evaporates from their cell walls.

The loss of water vapour from the leaves reduces the pressure at the top of xylem vessels, and water moves up the xylem as a result of this transpiration pull. Attractive forces between water molecules help the water to move in a continuous column.

High temperatures and high wind speeds increase the rate of transpiration.

High temperature increases kinetic energy of molecules, which speeds up evaporation and diffusion. High wind speed and low humidity increase the diffusion gradient for water vapour from the air spaces into the surrounding air.

Plants wilt if they lose water faster than they can absorb it, so that cells lose their turgidity.

Translocation is the transport of sucrose and amino acids from sources to sinks, in phloem tubes.

PROJECT

Making a display about using eucalyptus trees to find gold

You are going to research information on the internet and use your findings to contribute to a display.

Scientists have discovered that some eucalyptus trees have nanoparticles (very small particles) of gold in their leaves (Figure 8.20). The gold is present in the leaves that are growing on living trees, and also in the dead leaves that fall to the ground.

In your group, use the internet to find out more about this discovery. Choose one or more of these issues to research. Once you begin, you may also find another interesting issue that you would like to research, that is not in this list.

- Where in the world has this discovery been made, and how was the discovery made?
- Where does the gold come from?
- How do the trees absorb the gold?
- How is the gold transported to the leaves of the trees?
- Why are mining companies very interested in this discovery?
- How might the discovery eventually affect the environment where the trees grow?

Try to share out the different areas of research between different groups, and plan how each group will contribute to the final display.

'In chapter' questions build student confidence.

Photos and illustrations make concepts more accessible for English as a second language learners and link to engaging real life scenarios.

Project feature at the end of each chapter supports assessment for learning, cross-curricular learning, skills for life and differentiation.

Cambridge IGCSE™ Combined and Co-ordinated Sciences

Mary Jones, Richard Harwood, Ian Lodge
and David Sang

Cambridge IGCSE™ Combined Science and Cambridge
IGCSE™ Co-ordinated Sciences syllabuses (0653/0654).

Coursebook

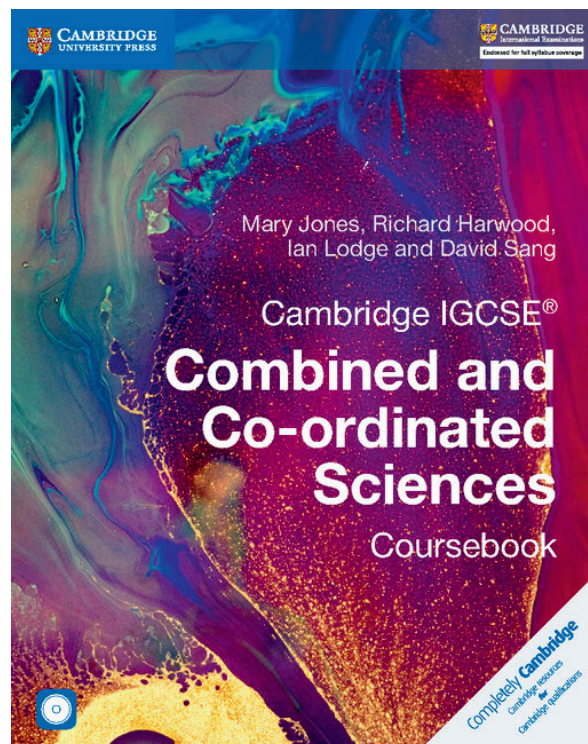
- Teach students to think like scientists and apply practical and investigative skills to biology, chemistry and physics
- Focus on problem solving, interpreting data and applying theory in a range of hands-on practical experiments
- End-of-chapter questions provide opportunities for your students to practise using scientific concepts and track their progress

Teacher's resource

- Customisable and time-saving guides for each chapter, including lesson plans, homework ideas and advice on common misunderstandings and misconceptions
- Editable worksheets you can tailor to your class
- Practice exam-style papers with mark schemes



These series are endorsed
by Cambridge Assessment
International Education



Workbook

- Exercises develop problem-solving and data-handling skills, while also helping students plan investigations and apply theory in practice
- Self-assessment checklists allow students to track their progress and develop an evaluative approach to their work
- Answers to the exercises in the workbook are at the back of the book so students have everything they need to revise when they want

Coursebook with CD-ROM

✓ 978-1-316-63101-0

Teacher's Resource DVD-ROM

✓ 978-1-316-63107-2

Biology Workbook

✓ 978-1-316-63104-1

Chemistry Workbook

✓ 978-1-316-63105-8

Physics Workbook

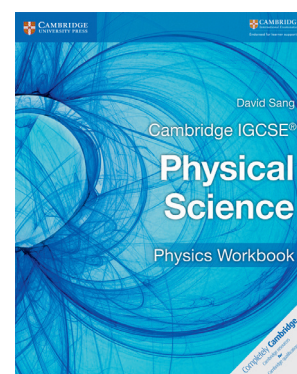
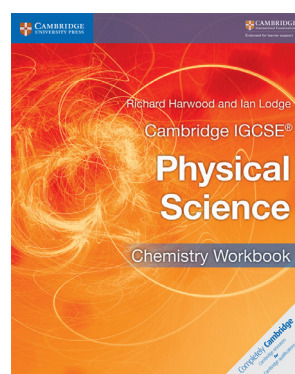
✓ 978-1-316-63106-5

Cambridge IGCSE™ Physical Science

David Sang, Richard Harwood and Ian Lodge

Cambridge IGCSE™ Physical Science syllabus (0652).

- Workbooks help students understand physical science by taking an enquiry approach, for example: what energy changes are involved when a rocket blasts off? What did Galileo learn when he dropped objects of different masses from the top of the Leaning Tower of Pisa?
- Covers the Core and Extended material

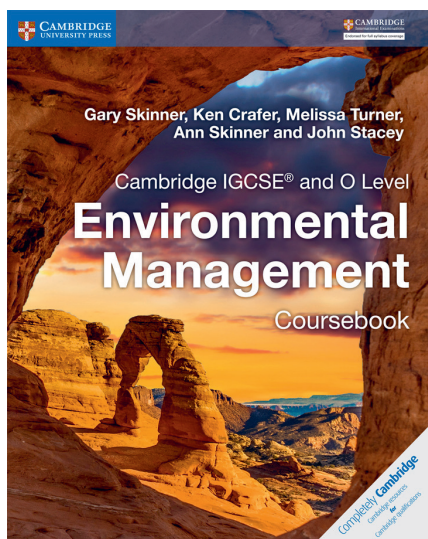


Chemistry Workbook

✓ 978-1-316-63351-9

Physics Workbook

✓ 978-1-316-63352-6



This series is endorsed by
Cambridge Assessment
International Education



Cambridge IGCSE™ and O Level Environmental Management

Gary Skinner, Ken Crafer, Melissa Turner, Ann Skinner
and John Stacey

Cambridge IGCSE™ and O Level Environmental Management syllabuses
(0680/5014).

From the rocks that make up our planet to the water,
air and animals that populate it, *Environmental
Management* explores the natural world and the
effect humans have on it.

Coursebook

- International case studies – such as wind erosion in the US and earthquakes in Nepal – illustrate phenomena in real-world situations
- Practical activities help students develop their investigative skills – test the effect of acidity on the germination of seeds or find the world's population throughout history
- Exam-style and self-assessment questions help students with exam practice
- Answers to all questions are at the back of the book for easy referencing

Teacher's resource

- The teacher's resource CD-ROM contains customisable and time-saving teaching guides for each chapter, including lesson plans, homework ideas and advice on how to tackle common misunderstandings and misconceptions

Coursebook	✓ 978-1-316-63485-1
Coursebook with Digital Access (2 years)	✓ 978-1-316-64602-1
Digital Coursebook (2 years)	✓ 978-1-316-63491-2
Teacher's Resource CD-ROM	✓ 978-1-316-63490-5
Workbook	✓ 978-1-316-63487-5

These pages are from Cambridge IGCSE™ and O Level Environmental Management Coursebook

Cambridge IGCSE and O Level Environmental Management

Chapter 1: Rocks and minerals and their exploitation

SELF-ASSESSMENT QUESTIONS

1.1 Figure 1.10 shows the rock cycle.

Copy and complete Figure 1.10 with processes on the arrows and intermediate stages in the ovals. The processes should be chosen from the list provided; one has been done for you.

Add the names of the correct rock type to Table 1.2.

Description	Rock Type
Rocks formed in the sea from particles of eroded rock	
Rocks changed by heat	
Rocks formed from the cooling of other molten rock	

Table 1.2 Rock types.

KEY TERMS

One: a rock with enough of an important element to make it worth mining.

Prospecting: a process of searching for minerals.

Remote sensing: a process in which information is gathered about the Earth's surface from above.

Geochemical: the chemical properties of rocks.

Mineral deposits are weathered at the Earth's surface, producing mineral oxides. These can be detected by their unique radiation pattern, which is recorded by a satellite and downloaded to a computer for analysis.

Other satellites operate by sending signals to the surface of the Earth and then collecting reflected signals. The system works in all weathers, through complete cloud cover and at night.

Valuable mineral ores in the rocks below the surface can be located from the satellite images. Computers are used to process the data from a region of interest to see whether any minerals are present in the area. The satellite's positioning system records the exact location, and the geologists then visit the location to confirm the minerals have been identified correctly. Once in an area identified from satellite data, the geologists can check further locations to see whether the minerals of interest are present nearby as well. Using satellites means large areas can be geologically mapped quickly and at low cost.

Field surveys on the ground are used to take samples. These are sent to a laboratory for **geochemical** analysis, so that the chemicals in the samples can be identified. The samples can be taken from stream sediments, soil or rocks (using shallow drilling). The points where the samples are taken are usually selected by overlaying a grid on a map of the survey area. The location of the sample points in the field can be found accurately using the Global Positioning System (GPS).

1.2 Extraction of rocks and minerals from the Earth

Minerals provide us with a wide range of materials that we use in everyday life. Coal and oil provide energy and many chemicals used in industry. Metallic **ores** provide us with the metals and alloys needed to make products such as computers, mobile phones, cars, wires and nails. The demand for minerals continues to increase, both from developed and developing countries.

Searching for minerals

People have searched for minerals for thousands of years. The simplest way to find mineral deposits is to look carefully at the surface of rocks. This process of **prospecting** has found nearly all the surface deposits of minerals worldwide.

Deposits on the Earth's surface can also be found using a range of **remote sensing** methods. For example, an area of land can be photographed from the air and the images carefully analysed for signs of minerals. Aerial photography can cover much more ground than a person walking over the surface of rocks (Figure 1.11). Images and other data from satellites can also be used to analyse very large areas.

Figure 1.11 Aerial photography used for mineral prospecting. Photographs are taken with an overlap both front to back and side to side. If the overlap is sufficient, three-dimensional views can be generated, which makes the prospecting easier.

Key terms and definitions
– Clear and straightforward explanations of the most important terms are provided for each topic.

Self-assessment questions

– Opportunities to check knowledge and understanding, and track progress by answering questions are provided throughout each chapter. Answers are included at the back of the book.

Practical activity

– Opportunities for developing practical skills are provided throughout the book.

NEW Cambridge IGCSE™ and O Level Computer Science

Second edition

Sarah Lawrey and Victoria Ellis

Chris Roffey, Richard Morgan and Dave Duddell

Cambridge IGCSE™ and O Level Computer Science syllabuses (0478/0984/2210) for examination from 2023.

The new series builds upon the fundamentals of computational thinking and programming, brought to life through real-life contexts and applications. With a variety of new learning features and a newly added programming book for Java, your students will have the tools they need to study computer science with confidence.

Coursebook

- New case studies from Microsoft Research demonstrate how computer science can be applied in real-life scenarios, these are supported by the new 'Computer science in context' feature connecting students to real-life scenarios and technology
- New 'Introduction to studying Computer Science' chapter supports students with little prior learning, helping them get up to speed with the key concepts
- New 'Skills focus' sections develop students' mathematical, computational thinking and programming knowledge, including step-by-step examples and questions
- New 'Self-evaluation checklists' and peer assessment features encourage students to reflect on their own progress and learn from each other
- New 'Introduction to programming scenarios' chapter prepares students for this new area of the syllabus
- A wealth of new exam-style questions in every chapter provide students with exam-style preparation activities throughout the course

Programming books

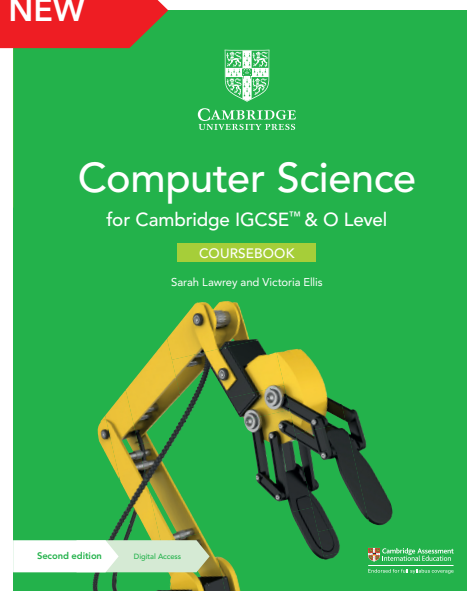
- Our programming books for Python, Microsoft® Visual Basic and Java complement the coursebook and include 'Demo', 'Practice' and 'Challenge' programming tasks, providing scaffolded support to meet all learners' needs

Teacher's resource

- Supports your teaching whether you are new or experienced at teaching computer science
- Includes over 200 teaching activity ideas, as well as teaching plans, language support, teaching programming guidance, differentiated worksheets, homework ideas, and exam-style papers supporting the coursebook and programming books to save you much-needed time
- Answers for all resources are accessible to teachers for free on the Cambridge GO platform



NEW



Syllabus support

This series has been written for the new (0478/0984/2210) Cambridge IGCSE™ and O Level Computer Science syllabuses. Here are the top three ways our resources support you and your learners:

- A dedicated 'Introduction to programming scenarios' chapter in the coursebook supports this new area of the syllabus
- We've created Python, Java and Microsoft® Visual Basic programming books to give your learners plenty of practice ahead of their examinations
- We've teamed up with Microsoft Research to bring real-life emerging case studies to your class, supporting the 'automated and emerging technologies' area of the syllabus

Find out more about how our resources support you and your learners at cambridge.org/education/computing

NEW Coursebook with Digital Access	978-1-108-91514-4
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NEW Digital Programming Book for Python (2 years)	978-1-108-94828-9
NEW Digital Teacher's Resource	978-1-10882420-0

● = Working towards endorsement by Cambridge Assessment International Education

NEW Cambridge IGCSE™ ICT

Third edition

Victoria Wright, Denise Taylor and David Waller
Evans Chikasa

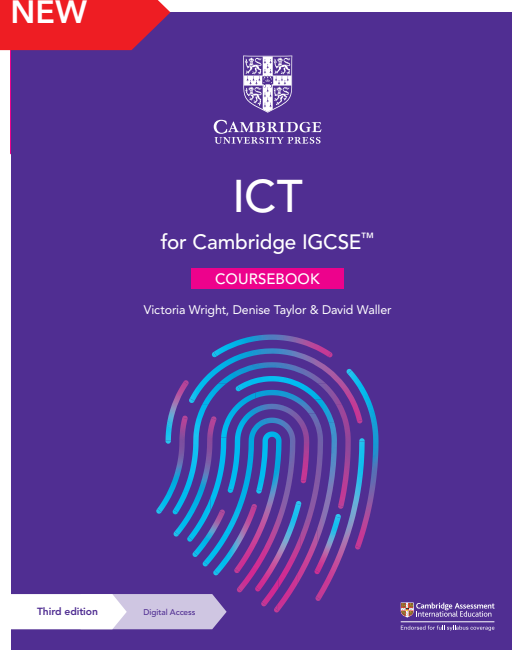
Cambridge IGCSE™ ICT syllabus (0983/0417) for examination from 2023.

With the new edition your students will develop a solid understanding of how and why technology and communication are core to the world we live in. With a new focus on strengthening practical skills, learners will apply their theory to real-life scenarios - building core skills they will use in all areas of life.

Coursebook

- New 'ICT in context' feature brings ICT to life and adds relevancy to students' learning
- 'Getting started', 'Practice' and 'Challenge' activities throughout provide a tiered approach to practical tasks, building skills and challenging more confident students
- New 'Reflection' feature at the end of each chapter to encourage students to assess and evaluate their learning journey
- A wealth of new exam-style questions in every chapter provide students with theory and practical exam-style preparation activities throughout the course

NEW



Practical skills workbook

We understand the importance of developing your students' practical skills, so we have created a supplementary resource to be used in class or at home. The skills workbook includes additional scaffolded practical tasks, worked examples, key words, a self-assessment feature and a wealth of source files.

Teacher's resource

If you are new to teaching ICT or experienced, you will have our full support and tools to teach the new course. Our new resource includes over 400 teaching activity ideas, as well as teaching plans, language support, advice on common misconceptions, differentiated worksheets, homework ideas, and exam-style papers.

Answers for all resources are accessible to teachers for free on the Cambridge GO platform.



Syllabus support

This series has been written for the new (0983/0417) Cambridge IGCSE™ ICT syllabuses. Here are the top three ways our resources support you and your learners:

- Our new teacher's resource contains over 400 teaching activity ideas, lesson plans and worksheets to help you teach with confidence across all topics in the syllabus, whether they are new or existing
- Our new practical skills workbook and exam-style papers in the teacher's resource give your learners plenty of preparation resources for the practical area of the syllabus
- We have added definitions of command words alongside exam-style questions in the coursebook, helping your learners understand their meaning

Find out more about how our resources support you and your learners at [cambridge.org/education/computing](https://www.cambridge.org/education/computing)

NEW Coursebook with Digital Access

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NEW Digital Coursebook (2 years)

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NEW Practical Skills Workbook with Digital Access

978-1-108-90112-3

NEW Digital Practical Skills Workbook (2 years)

978-1-108-82825-3

NEW Digital Teacher's Resource

978-1-108-82823-9

Programming Noughts and Crosses

The rules

One player is noughts, the other is crosses.

Each player takes it in turns to select a box to place their nought or cross. They cannot select a box that has already been chosen.

The first player to get three of their symbols in a row (horizontally, vertically or diagonally) wins. If the board is full and no-one has won then it is a draw.

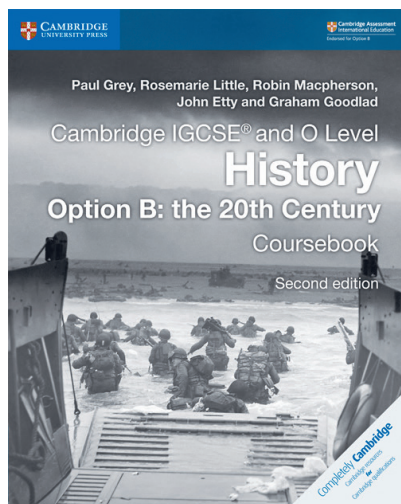
Getting started

1. Decompose the problem into its inputs, processes and outputs.
2. Work in pairs to discuss how you will alternate between the players.
3. Work in pairs to discuss how you will check if a player has won.

Challenge yourself

1. Write a function for your algorithm to check if a player has won or not. This should check all possible ways of winning and return either: X (crosses has won), O (noughts has won) or C (continue player as no-one has won). Your main program will need to decide whether to end, or continue based on the value returned.
2. Edit your program to allow the user to play multiple games. The player should alternate allowing noughts to go first, and then crosses to go first.
3. Edit your program to allow the user to select how many games they should play. Keep track of how many games each player has won and output who won overall.

To find out more about our tiered learning approach visit cambridge.org/education/computing or turn to page 48.



Cambridge IGCSE™ and O Level History Option B: the 20th Century

Second edition

Paul Grey, Rosemarie Little, Robin Macpherson,
John Etty, Graham Goodlad, Jamie Bough and Anna Cowper

Cambridge IGCSE™, IGCSE (9-1) and O Level History syllabuses
(0470/0977/2147).

Take your students on a journey through the rise and fall of Soviet Russia, the World Wars and much more.

Coursebook

- Activities based on the most interesting topics in modern history spark students' curiosity
- Primary and secondary sources encourage students to go further with their investigations, urging them to question cause and consequence
- Covers four of the Depth Studies: The First World War (1914-18), Germany (1918-45), Russia (1905-41) and the US (1919-41)

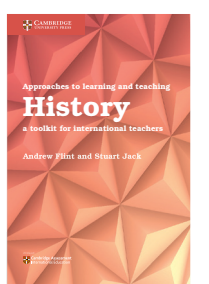
Teacher's resource

- Suggestions for differentiation activities help teach mixed-ability classrooms
- Written in collaboration with an English as an Additional Language (EAL) specialist for language support
- Contains all source material from the coursebook, so you have the option to print or project

Also see

Approaches to learning and teaching History

Turn to page 107 >



This syllabus encourages learners to raise questions and develop skills of analysis, problem solving and reflective thinking to provide historical explanations and deepen historical understanding. Our resources follow this ethos and inspire enquiry-led learning.

This digital teacher's resource is available on the Cambridge GO platform.

GO

These pages are from Cambridge IGCSE™ and O Level History Option B: the 20th Century (Second edition)

Cambridge International IGCSE History	How effectively did the USA contain the spread of communism?
<p>for landing the boats. Despite this he managed to get his forces on land and defeated the communist troops. By early October they had retaken Seoul and reached the 38th parallel.</p> <p>Figure 5.2: A map showing Pusan and Inchon.</p> <p>TEST YOURSELF 5.3 Look at Figure 5.2. What were the intentions of MacArthur's strategy?</p> <p>Phase 2: 'rollback' – the UN invasion of the North The original mission had been completed. The South had been freed from communist forces which meant that containment had been achieved. Yet MacArthur was keen to move beyond the 38th parallel and roll back communism – and not just in North Korea but perhaps also in China. He saw this as a great opportunity not just to prevent communism from spreading but to make it disappear in Asia.</p> <p>Truman was less enthusiastic but when he arrived in Korea to meet MacArthur it was clear which man was in control. MacArthur accepted a medal from Truman but declined to meet the President for lunch to discuss strategy. Instead, he got back to work to prepare his invasion of the North. Despite the Chinese warning that they would get involved, MacArthur sent his forces across the border and pushed</p> <p>onwards throughout late October. In November the Chinese responded by sending 300,000 troops, whom they called 'volunteers' across the Yalu River which marks the border with North Korea.</p> <p>ACTIVITY 5.3 Assessing change and continuity. Did this mark a continuation of containment as MacArthur thought? Or was it a significant change to the policy in Truman's thought?</p> <p>Phase 3: The Chinese counter-attack It was at this point that UN forces began to struggle. The Chinese were less well armed but had superior numbers. The cold conditions caused guns to jam which removed any advantage the UN soldiers had in terms of equipment. China also had aerial support from Russian MiG-15s which were faster than American planes, could fly higher and had superior firepower. It was undoubtedly the most feared combat jet of the period and caused considerable panic back in Washington. By the end of November it was obvious that MacArthur's men were sustaining heavy casualties and were in retreat. In January 1953 Chinese forces recaptured Seoul.</p> <p>As this offensive continued Truman was asked repeatedly at press conferences whether he would sanction the use of nuclear weapons. He had authorized their use on Japan so would he do so again? He refused to risk it out categorically which caused considerable alarm with his UN allies. British Prime Minister Attlee flew to Washington in December 1950 to voice his opposition. Accepting international concerns, Truman clearly stated that he would not use nuclear weapons.</p> <p>Phase 4: stalemate and peace talks A UN counter-attack in early spring managed to halt the Chinese forces at the 38th parallel. As the original plan had been to liberate South Korea up to this line Truman considered peace talks. It was clear that MacArthur disagreed and he publicly criticised the President. Truman took the momentous decision to sack MacArthur. This was deeply unpopular with the American public and Truman decided not to run for the presidency again in 1952. Under the new commander General Ridgeway, American strategy switched to defence and a Chinese offensive was successfully repelled, with heavy casualties being inflicted.</p>	<p>conditions but also to provide indoctrination of UN soldiers. Eventually, in September 1953 there was a mass exchange of 77,000 communist fighters for 12,700 UN troops in Operation Big Switch.</p> <p>TEST YOURSELF 5.4 The Korean War is often called the 'forgotten war'. How can we explain this? What evidence in this section would support this view?</p> <p>The end of the war As peace talks dragged on in 1952 and 1953 there seemed no likely end to the war. Truman's replacement as President in January 1953 was Dwight 'Ike' Eisenhower, another Second World War general. He promised to end the Korean War. Two months later Joseph Stalin died and after a power struggle Nikita Khrushchev took his place in the USSR. With new leaders in place it was more possible to bring about a peace. The UN imposed a ceasefire on 27 July 1953 which was accepted by all sides – except Syngman Rhee. The international involvement in the fighting was brought to a close but there has never been a peace treaty between North and South so technically the war is not yet over.</p> <p>The most tragic consequence was the horrific loss of life. Seoul and Pyongyang were both extensively damaged and the civilian casualties are estimated to be as high:</p> <ul style="list-style-type: none"> • total Korean civilian casualties: 3 million, around 10% of the total population • North Korea: 405,000 combat deaths • South Korea: 217,000 combat deaths • China: 300,000 combat deaths • USA: 36,514 combat deaths and illness, with another 7,800 still unaccounted for • UN: 3,000–4,000 deaths, including 686 British losses, with 1,100 missing in action, the highest number out of coalition forces after the USA. <p>Weapons like napalm were used which had catastrophic human and ecological results. Chinese casualties were high, but arguably Mao was the main victor. The war helped him to consolidate power in China and ended a period of more than a century of defeats at the hands of western powers.</p> <p>KEY TERM Napalm: a petrol-based chemical weapon. It sticks to its target and burns at a very high temperature. It is often used to clear forests (preventing the enemy from having a place to hide) but when it comes in contact with skin it causes horrific burns.</p> <p>ACTIVITY 5.4 Are you surprised by Source C? What does it tell us about American attitudes to the Korean War? Give reasons for your answer.</p> <p>In July 1953 the two sides sat down to discuss peace terms. The main sticking point was the issue of prisoners of war (POWs). As there had been so much movement of troops up and down the Korean peninsula large numbers had been captured on each side. Some 130,000 communist soldiers were held in the South and they had been given the option to remain there. Half of them accepted. In the North conditions were appalling as half of US POWs died in the winter of 1950/1951. The Chinese took over the running of these camps to improve</p> <p>Source D: North Korean and Chinese prisoners of war in a UN camp.</p>

Test yourself boxes encourage students to reflect on their learning and check their understanding.

Plenty of authentic photos and illustrations help learners to understand the context and develop source interpretation skills.

Activities are designed to develop skills and help students apply their knowledge.

Important terms are defined at point of relevance to aid understanding – these are collated in the glossary.

Coursebook Option B: the 20th Century

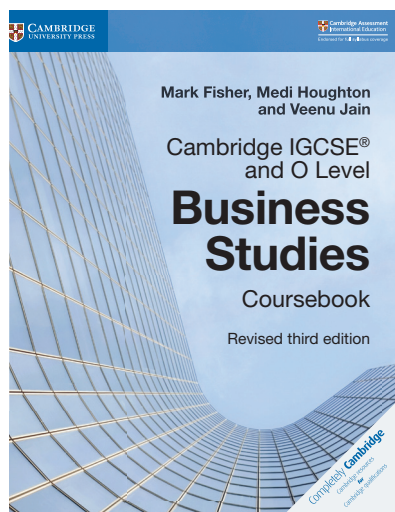
Digital Coursebook Option B: the 20th Century (2 years)

Digital Teacher's Resource Access Card

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✓ 978-1-108-43950-3

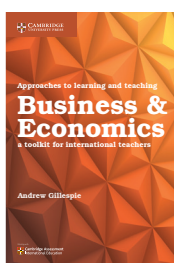
✓ 978-1-108-45504-6



Also see

Approaches to learning and teaching Business & Economics

Turn to page 107 >



Cambridge IGCSE™ and O Level Business Studies

Revised third edition

Mark Fisher, Medi Houghton, Veenu Jain and Alex Smith

Cambridge IGCSE™, IGCSE (9-1) and O Level Business Studies syllabuses (0450, 0986, 7115).

Coursebook

- A range of international case studies – from quality control in car plants to market research in supermarkets – bring real-life topics to the classroom
- The CD-ROM contains revision aids, further questions and activities, providing students with valuable experience

Teacher's resource

- Answers to coursebook activities, further exercises and teaching ideas provide help with lesson planning
- Further guidance on the syllabuses and assessment gives additional teacher support

This digital teacher's resource is available on the Cambridge GO platform.



Workbook

- A range of new practice exercises builds students' business studies knowledge and skills

Revision guide

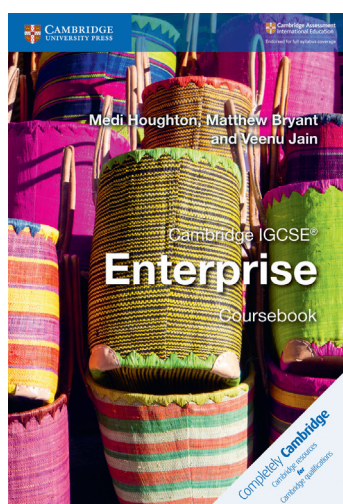
- Contains specially designed guidance – such as revision tips, key definitions and exam-style practice – that helps build students' confidence with business studies

Coursebook with CD-ROM	✓ 978-1-108-56398-7
Digital Coursebook (2 years)	✓ 978-1-108-44175-9
Digital Coursebook with CD-ROM (2 years)	✓ 978-1-108-34825-6
Digital Teacher's Resource Access Card	✓ 978-1-108-46256-3
Revision Guide	✓ 978-1-108-44174-2
Workbook	✓ 978-1-108-71000-8



It helps the students to reason, not to memorise automatically; the book is not intended for note-learning but it presents activities which help students to apply what they have learnt in simulations, case studies, to bring them to analysis and reflection. The learning of vocabulary is facilitated by the green boxes' key terms and by many images and mind maps. The CD-ROM teacher's resource enables me to have all the materials in order to adapt them to the language level of the class for practice sessions.

V. Meini, Business Studies and English Teacher, Antonio Pesenti School, Italy



Cambridge IGCSE™ Enterprise

Medi Houghton, Matthew Bryant and Veenu Jain

Cambridge IGCSE™ Enterprise syllabus (0454).

Cambridge IGCSE™ Enterprise is a skills-focused handbook that helps students enrich their enterprise projects.

- A practical focus to assist students in integrating theory with the coursework project
- Contains free online teacher support: for more information, visit cambridge.org/education/2021

Coursebook	✓ 978-1-108-44035-6
Digital Coursebook (2 years)	✓ 978-1-108-44037-0
Coursebook with Digital Access (2 years)	✓ 978-1-108-33925-4

Cambridge IGCSE™ and O Level Economics

Second edition

Susan Grant and Colin Bamford

Cambridge IGCSE™ and O Level Economics syllabuses (0455/2281).

Economics relates to every aspect of our lives and thinking like an economist can help us make better choices. This series is for students new to economics, helping them understand economic theory, terminology and principles.

Coursebook

- Introduces topics and presents economic concepts in the context of the learner, making economics relevant to everyday life
- Tips and guidance throughout support students in developing the skills to write clearly, apply relevant economic concepts and interpret diagrams
- Provides a foundation for advanced study in economics, such as A Level

Teacher's resource

- Features lesson plan ideas you can adapt
- Contains answers to the coursebook and workbook questions

This digital teacher's resource is available on the Cambridge GO platform.

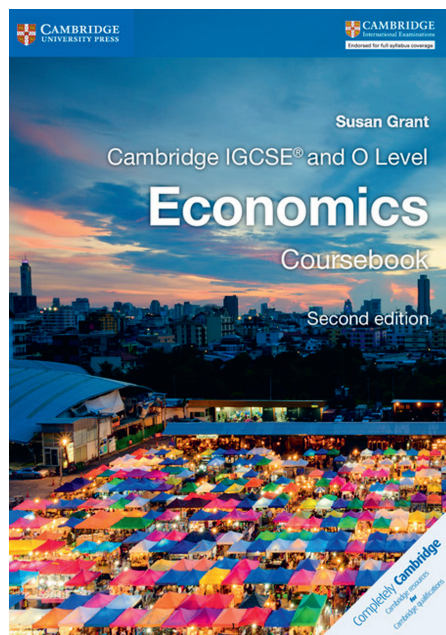


Workbook

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- Provides concise coverage of the syllabus content to aid revision
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Also see

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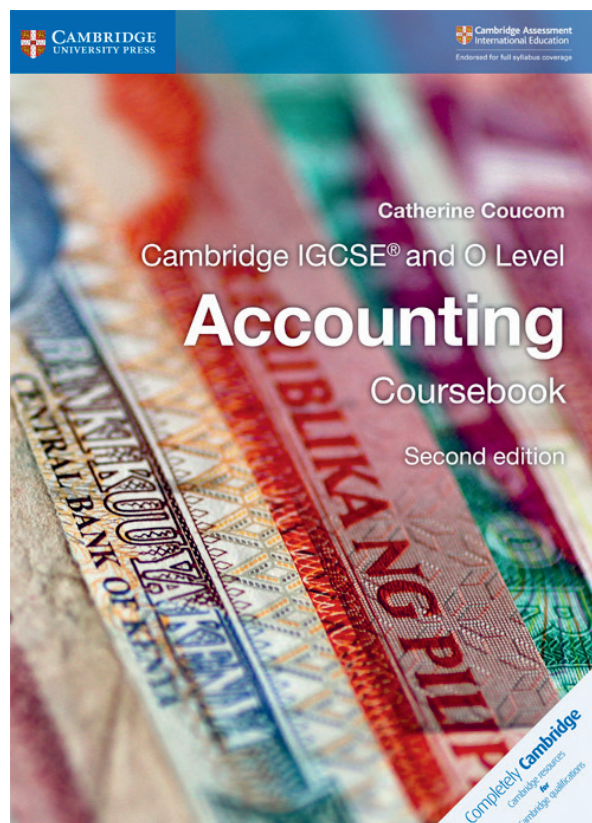
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Workbook

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Revision guide

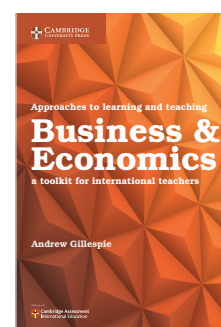
- Contains topic summaries that support areas covered in the coursebook
- Includes practice opportunities to test progress and understanding of the course
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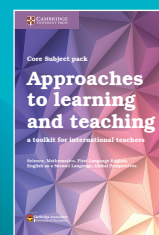
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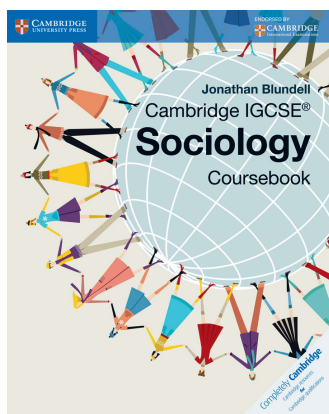
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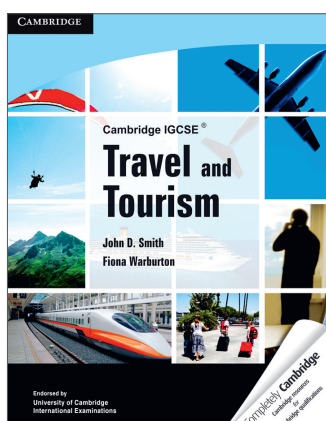
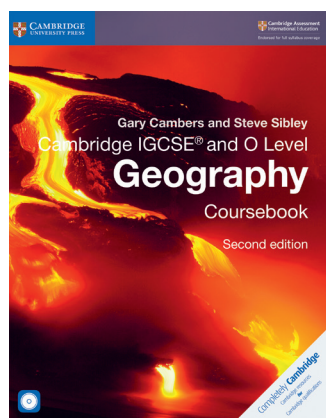
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Keely Laycock

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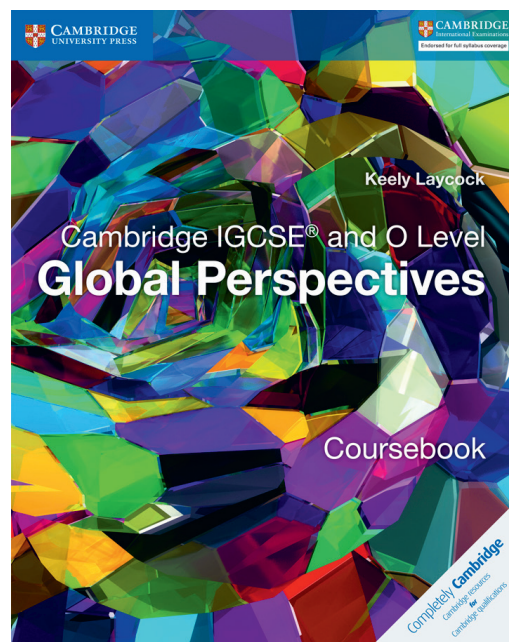
Teach your students skills they will use their whole life. This series develops life skills such as researching, analysing information, critical thinking, independent reflection, collaboration and communication.

Coursebook

- Contains differentiated learning support, to help you focus on the particular needs of your class
- From reflection to problem-solving skills, the coursebook explores the Cambridge learner attributes
- Each chapter contains multiple activities that encourage active engagement and assessment practice opportunities

Teacher's resource

- Contains suggestions and tips to help those not used to teaching a skills-based syllabus
- Includes schemes of work, sample lesson plans, suggested answers to activities in the coursebook, further teaching ideas and worksheets



Also see

AS & A Level Global Perspectives & Research

Turn to page 81 >

Approaches to learning and teaching Global Perspectives

Turn to page 107 >

These pages are from the Cambridge IGCSE™ and O Level Global Perspectives Coursebook

Definitions of key terms displayed alongside relevant text to aid accessibility and support ESL learners.

Cambridge IGCSE and O Level Global Perspectives

While working on the previous section about reasoning, you will have realised the importance of using evidence to support your reasoning for any argument. This section explores the types of evidence you will come across during your Global Perspectives studies and the evidence you should be looking for to support any **claims** and arguments you make.

KEY TERM
Claim: statement of something being true.

Rashid suggests ... The blogpost by ... states ...
Information from the website ... the graph shows ...
According to evidence from ...
In a study conducted by ... Data from ...
In the newspaper article from ... dated ...

Figure 2.04 Evidence

ACTIVITY 2.05
Complete the Wall of Sources in Figure 2.05 with as many types of sources of information as you can. The first is done for you.

Figure 2.05 Wall of Sources

Discussion point
Discuss your Wall of Sources from Activity 2.05 with a partner and add any further building blocks with other sources of information to your wall.

Chapter 2 Critical thinking skills

ACTIVITY 2.06
Answer the following questions.
1. What does a **reliable** source of information mean to you?
2. How do you know if a source is reliable or not?
3. Why is it important to identify reliable sources of information?
4. List two reliable sources of information you have found recently. Why do you think they are reliable?

Discussion point
Do you and your partner agree on the answers to the questions 1–4 in Activity 2.06?

Reflection: Which of the questions in Activity 2.06 (1–4) are you still not sure about? All will become clearer: read on!

KEY TERM
Reliable: able to be trusted; believed.
Face value: to take something someone is saying at face value is to believe that it is the truth, rather than looking for evidence, any hidden meaning or the bigger picture.

When researching for information, it's important that you do not accept things at **face value**. We get information from first-hand experiences, what people tell us, what we read, and by observation and experimentation.

Reflection: Consider the following **anecdote**.
A carpenter, a school teacher, and a scientist were travelling by train through Scotland when they saw a black sheep through the window of the train.
"Ah," said the carpenter with a smile. "I see that Scottish sheep are black."
"Well," said the school teacher. "You mean that some Scottish sheep are black."
"No," said the scientist glumly. "All we know is that there is at least one sheep in Scotland, and that at least one side of that one sheep is black."
What does this anecdote teach you?

KEY TERM
Anecdote: short story, usually to make the listeners laugh or think about a topic.

Discussion
Discuss your ideas about the anecdote in the reflection point with a partner.
If you want to know if something you read is true, it's a good idea to check where the information has come from. You might even want to see if the information can be checked in more than one source.

Reflection points are included throughout the book so that students have the chance to think about how their skills are developing and the information they have explored and discovered.

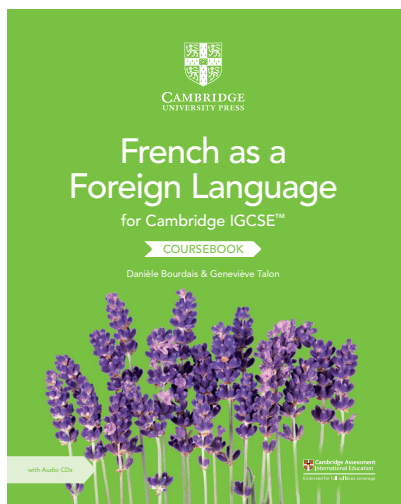
Discussion points enable students to discuss their own thoughts and ideas with someone else, so that they not only get different opinions but can also clarify their own thinking by saying things out loud.

Activities throughout the chapters so that students can work independently, in pairs or in small groups, to encourage an exploratory and active approach to learning.

Coursebook	✓ 978-1-316-61110-4
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Students are taken on a journey around the world through engaging texts, images and audio.

4.03 Enquête : fêtes et carnivals

Le fruit à la fête



Ambre et Nathan sont arrivés à La Réunion, île de l'océan Indien, il y a un an.

Nathan explique : « Ici, le climat est tropical et les fruits poussent très bien. Toute l'année, il y a des fêtes dans les villages. Avant, quand on habitait en France, on achetait les fruits au supermarché. Ici, on les achète dans les villages. En décembre, nous sommes allés à la fête du litchi. Aujourd'hui, nous allons à la fête de la mangue – nous sommes sur le point de partir ! La semaine prochaine, on va aller à Saint-Denis pour la fête de l'ananas. En juillet, nous visiterons Petite-Île pour la foire aux agrumes. En octobre, il y aura la fête des lentilles... Mais Ambre ajoute : « Moi, la fête des lentilles, je n'ai pas ! Je préfère la fête de la mangue... »

Autrefois, Menton, dans le sud de la France, était le premier producteur européen de citrons. En 1928, l'hôtel Riviera a décidé d'exposer des fleurs, des citrons et des oranges pour amuser les visiteurs. L'exposition a connu un grand succès et la **Fête du Citron** est née en 1934.

Mireille Calucci, habitante de Menton, explique : « Le thème de la Fête du Citron change tous les ans. En 2015, c'était la Chine. Les dragons construits en citrons et en oranges étaient impressionnants. Quel thème est-ce qu'on choisira l'année prochaine ? Je ne sais pas, mais on va bien s'amuser ! »

1 De quels fruits (ou légumes) parlent les articles ?

2 Est-ce que les mots suivants correspondent à des actions dans le passé ou dans l'avenir ? Expliquez vos réponses.

- Nathan – habiter en France
- Nathan – acheter les fruits au supermarché
- Nathan – visiter Petite-Île
- Ambre – ne pas aller à la fête des lentilles
- l'hôtel Riviera – exposer des fleurs
- Nathan – aller à Saint-Denis

3 A prépare six phrases à trous sur le premier article, B en prépare six sur le second. Échangez vos phrases et complétez-les.

Exemple : 1 Autrefois, Menton était producteur de citrons.

PARLER DU PASSÉ ET DE L'AVENIR

On emploie l'imparfait et le passé composé pour parler du passé (voir 3.06 Le français à la loupe).

On emploie le présent, le futur avec *aller* et le futur simple pour parler de l'avenir (voir 4.06 Le français à la loupe).

Attention à l'expression de temps il y a + durée : ils sont arrivés il y a un an.

4 Repérez dans les textes les expressions de temps (voir l'encadré). Pour chacune, écrivez une courte phrase.

Exemple : Autrefois, Menton était producteur de citrons.

VOCABULAIRE

passé	futur
autrefois en 1928	l'année prochaine
il y a un an	la semaine prochaine
avant	
aujourd'hui	
en décembre	
toute l'année	



« Le carnaval, pour nous, c'est toute l'année »

Rencontre avec un jeune Binchois, Louis, 16 ans.

- Louis, depuis quand participes-tu au carnaval ?

- Depuis longtemps ! Je participe au carnaval depuis que j'ai trois ans.

- Est-ce que tout le monde peut participer ?

- Non. Pour participer, il faut être binchois. En revanche, tout le monde peut assister au carnaval et il y a beaucoup de spectateurs chaque année. Ils viennent de Belgique, de France et d'autres pays.

- Tu connais l'histoire du carnaval ?

- Oui. Le carnaval est très ancien, mais il a changé. Par exemple, autrefois, le chapeau des Gilles faisait 50 centimètres de haut. Maintenant il fait 90 centimètres ! Autrefois, les Gilles tenaient un balai et donnaient des légumes aux spectateurs. De nos jours, ils tiennent un ramon et un panier, et il jettent des oranges.

- Un ramon = ? Qu'est-ce que c'est ?

- Un ramon, c'est un objet en bois qui ressemble à un petit balai.

- Est-ce que les femmes participent ?

- Pour le moment, on ne voit pas de femmes dans le défilé, mais elles aident beaucoup aux préparatifs. J'espère que ça changera un jour et qu'elles pourront se déguiser et défilé.

5a Lisez l'interview de Louis. Notez les mots-clés pour ces quatre catégories :

- le costume : le chapeau
- les accessoires
- les participants
- les spectateurs

5b A est journaliste, B répond à ses questions sur le carnaval. Utilisez le vocabulaire noté dans l'activité 5a. Donnez des détails sur le présent, le passé et l'avenir.

Exemple :
A : Comment est le chapeau des participants ?
B : Le chapeau des Gilles est spectaculaire...

6a Lisez la fin de l'interview ci-dessous. Complétez le texte avec les mots de l'encadré.

- Cette année, quel est ton rôle ? Tu vas porter [1] ?

- Non. Moi, je suis musicien. Je [2] du tambour et j'accompagnerai les [3] dans la rue, par exemple les Gilles.

- Tu es bon musicien ?

- Oui, assez bon. Mais les musiciens du carnaval doivent [4] régulièrement [5] je me suis exercé chez moi. Ce soir, je [6] répéter avec d'autres [7].

- Est-ce qu'un jour tu [8] dans les rues de Binche en costume ?

- Un jour, je [9] peut-être le costume de Gilles et là, je serai vraiment très heureux. Mais en attendant, je suis [10] de jouer du tambour.

contient • défilera • hier • jouera • musiciens • participants • portera • s'exercera • un costume • va

6b Écoutez et vérifiez. CD 01, P. 28

7 Relisez l'interview de Louis et ajoutez d'autres expressions de temps à l'encadré de l'activité 4.

Exemple : maintenant, ...

8 Vous voulez organiser une petite fête pour accueillir des étudiants francophones dans votre collège. À deux, trouvez une idée de fête. Expliquez le thème et les préparatifs pour l'organiser.

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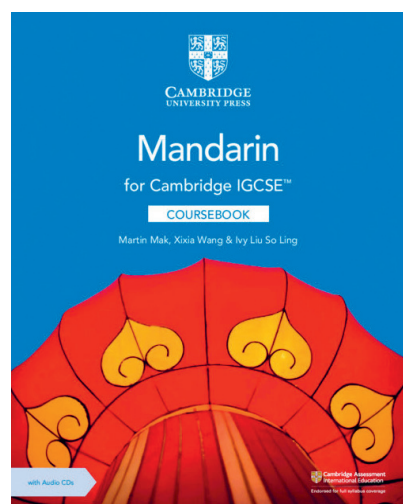


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Also see 

**Panorama francophone
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Cambridge IGCSE™ Spanish as a Foreign Language

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“

The book is colourful, filled with pictures, and the included topics are of interest to young people, such as computer science, music, travelling etc. It also has an international perspective, being interesting for all students with different cultures. As a Spanish as a Foreign Language teacher, I think this book is innovative, modern and suitable to teach people of different ages, especially young people. This book awakens enthusiasm and creativity. Perfect to learn a new language!

Nadia Mannarino Fernandez, Spanish Teacher, International
School of Bremen, Germany

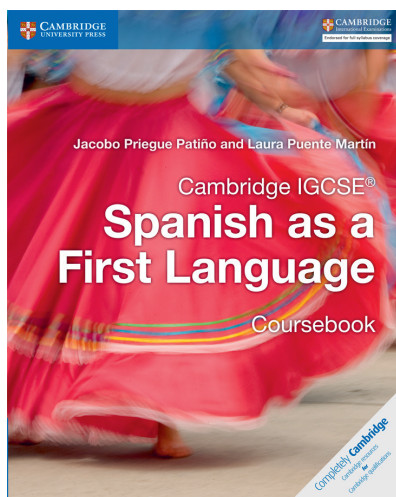
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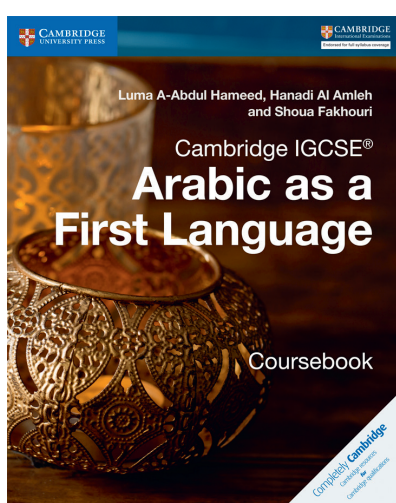
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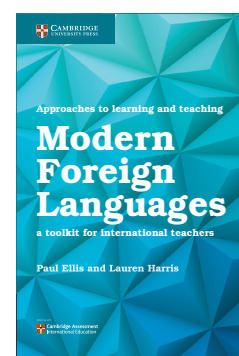
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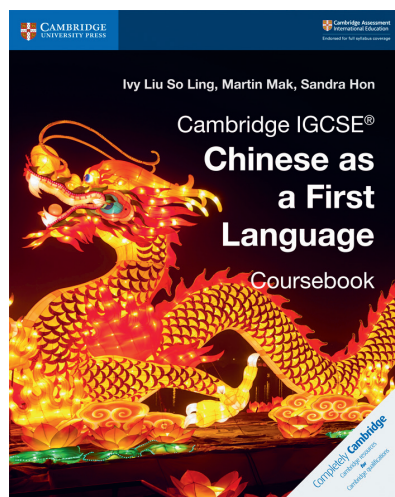


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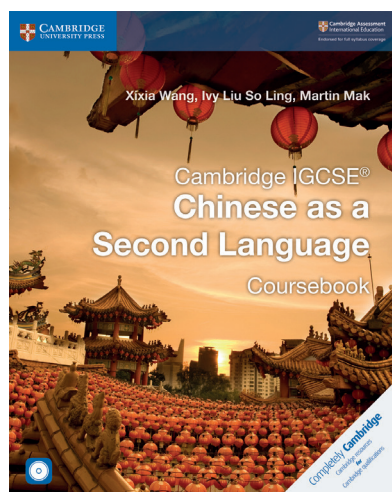
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Ivy Liu So Ling, Martin Mak and Sandra Hon

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Xixia Wang, Ivy Liu So Ling and Martin Mak

Cambridge IGCSE™ Chinese as a Second Language syllabus (0523) for examination from 2020.

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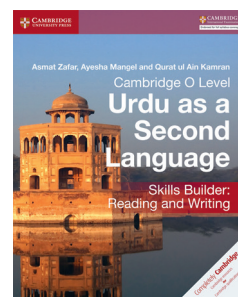
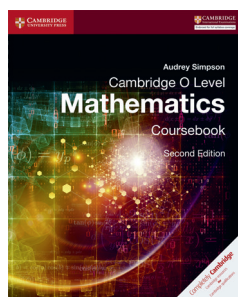
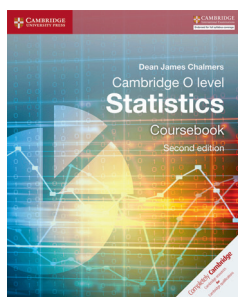
- For additional teacher's resources, independent learning manuals, audio CDs, graded tests, e-learning resource DVDs and details of how your school can offer Latin without a Latin teacher, visit cambridgescp.com

For further information about the series, go to cambridge.org/education/2021

*This series has not been through the Cambridge Assessment International Education endorsement process

Cambridge O Level

Cambridge O Level is an internationally recognised qualification equivalent to Cambridge IGCSE™ and the UK GCSE. It provides learners with excellent preparation for Cambridge Advanced as well as other progression routes.



Cambridge O Level Mathematics

Second edition
Audrey Simpson

Cambridge O Level Mathematics syllabus (4024).

- The content provides a range of tasks that support all aspects of the Cambridge O Level Mathematics syllabus
- Detailed explanations of concepts, worked examples and exercises

Coursebook

✓ 978-1-316-50644-8

Cambridge O Level Statistics

Second edition
Dean James Chalmers

Cambridge O Level Statistics syllabus (4040).

- Extensive practice exercises help your students build confidence with statistical techniques
- Clear worked examples help students understand statistics concepts

Coursebook

✓ 978-1-107-57703-9

Cambridge O Level Commerce

Second edition
Mary Trigwell-Jones

Cambridge O Level Commerce syllabus (7100).

- Contains lots of activities and practice questions that help students apply commercial theory, with up-to-date, real-life examples
- Topics are broken down into the traditional areas within commerce, such as production, retail, international trade and advertising, helping students to understand the structure of commerce
- Units such as the Changing Environment of Commerce examine developing trends and evolving areas of the industry, and are selected to interest teenagers

Coursebook

✓ 978-1-107-57909-5

Cambridge O Level Urdu as a Second Language

Asmat Zafar, Ayesha Mangel and Qurat ul Ain Kamran

Cambridge O Level Urdu as a Second Language syllabus (3248). Reading and writing components of the Cambridge IGCSE™ Urdu as a Second Language syllabus (0539).

- From Parveen Shakir's journey to Quaid-i-Azam's famous national address, culturally relevant topics stimulate teenage learners
- Authentic materials, such as letters and application forms, provide students with real-world experience of Urdu in use which they can apply outside the classroom

Skills Builder: Reading and Writing

✓ 978-1-316-60942-2

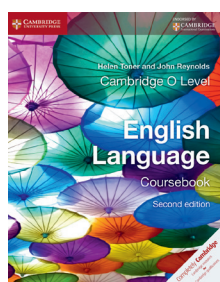
Also see

Cambridge IGCSE™ and O Level Additional Mathematics

Turn to page 40 >

Cambridge O Level English Language

cambridge.org/education/olevelenglish



Think beyond the text with active Shakespeare

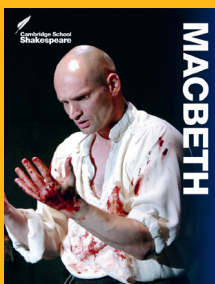


“The *Cambridge School Shakespeare* series gives the tools most students need to decipher the text on their own. The combination of the page-by-page glossary and summary are invaluable in giving students confidence in reading and analyzing Shakespeare.”

Eustacia Wilson, Queens High School
for Language Studies, USA

- The *Cambridge School Shakespeare* series books make perfect set texts – notes alongside the plays and activity ideas bring the Bard to life in the classroom
- Lifts the words from the page to help you create an inspiring and authentic Shakespeare experience

See page 101



Cambridge International AS & A Level

Cambridge International AS & A Levels are internationally benchmarked qualifications, providing excellent preparation for university education.

AS & A Level English Language

Second edition

Mike Gould and Marilyn Rankin

Patrick Creamer and Renée Stanton

Cambridge International AS & A Level English Language syllabus (9093) for examination from 2021.

Instil a love of English language and improve your students' advanced reading skills through analysis of a range of text types – from contemporary blogs to traditional letter writing. Carefully structured activities help students develop their own imaginative, creative and discursive writing.

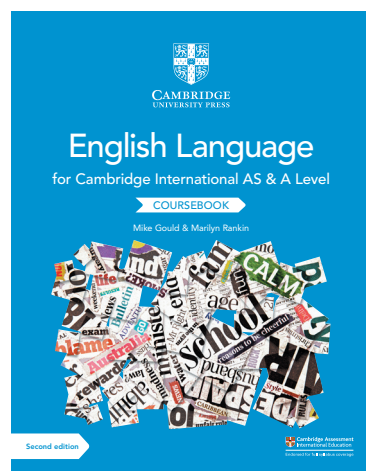
Coursebook

- Annotated sample answers, scaffolded activities and self-evaluation sections enable students to become independent learners
- A wide range of engaging texts from around the world inspire an awareness of how language works for many different purposes
- The 'Key concepts' feature helps students take a conceptual approach to studying language, enabling them to make links between different texts and topics
- Step-by-step guides to different exam-style question types and opportunities for assessment throughout help prepare students for their examination

Teacher's resource

- Flexible lesson plans, worksheets and PowerPoint presentations save you time on lesson planning
- Further reading suggestions and homework tasks help your students embed their learning beyond lessons
- Clear guidance helps you adopt a highly effective active learning approach to teaching

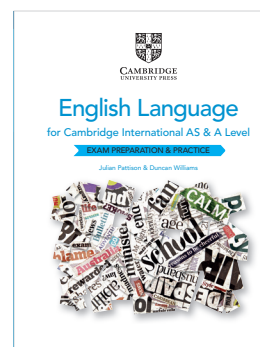
This digital teacher's resource is available on the Cambridge GO platform.



Some components on these pages are endorsed by Cambridge Assessment International Education

Exam Preparation and Practice*

- Scaffolded exam questions help students build confidence and develop strategies to use in the exam
- Sample answers with examiner comments help students understand what is required in each exam paper
- Exam tips from two experienced examiners help students avoid common mistakes in order to reach the top grades
- Self-assessment activities and student-friendly mark schemes allow students to assess their own work and identify areas for improvement
- Full exam paper at the end of the book for students to test themselves



Coursebook	✓ 978-1-108-45582-4
Digital Coursebook (2 years)	✓ 978-1-108-45583-1
Digital Teacher's Resource Access Card	✓ 978-1-108-45589-3
Exam Preparation and Practice*	978-1-108-73125-6

AS & A Level Literature in English

Second edition

Elizabeth Whittome

Cambridge International AS & A Level Literature in English syllabus (9695) for examination from 2021.

Updated and fully aligned with the new syllabus, texts range across 650 years and from authors from 20 different nationalities. This series provides students with exciting and diverse reading material from old and new writers, from Shakespeare to Jhumpa Lahiri. Through exploring these texts, students will find they are building essential skills – such as the ability to write clearly and effectively, construct an argument, manage information and analyse complex pieces.

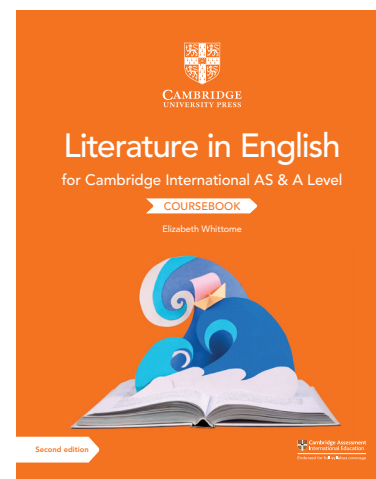
Coursebook

- In-depth and flexible guidance for students on how to analyse poetry, prose and drama across all contexts
- Dedicated section on 'Essay writing skills and techniques' and annotated sample answers to encourage self-assessment and independent learning
- A 'toolkit' approach, equipping students with the skills they need to approach unseen texts with confidence

Teacher's resource

- Flexible lesson plans, worksheets and PowerPoint presentations save you time on lesson planning
- Clear guidance helps you adopt a highly effective active learning approach to teaching

This digital teacher's resource is available on the Cambridge GO platform.



Coursebook	✓ 978-1-108-45782-8
Digital Coursebook (2 years)	✓ 978-1-108-45791-0
Digital Teacher's Resource Access Card	✓ 978-1-108-45736-1

Cambridge International AS Level English General Paper

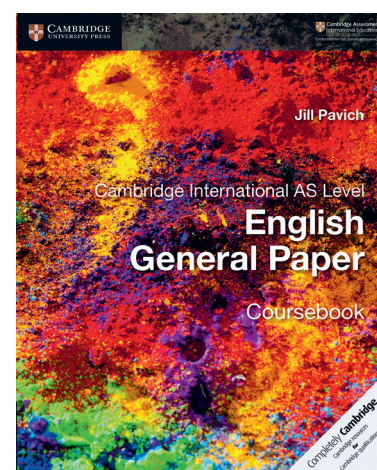
Jill Pavich

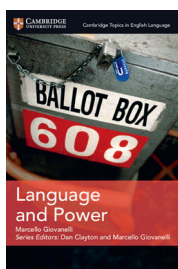
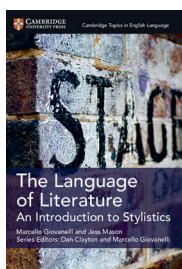
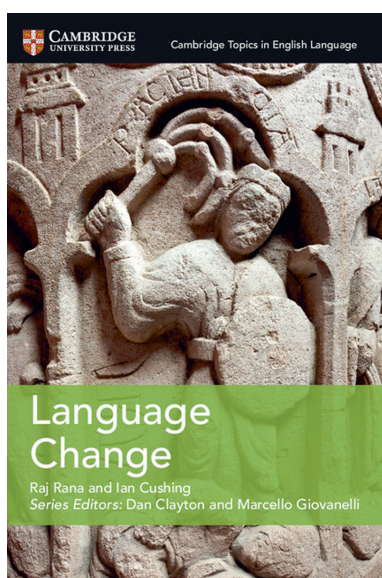
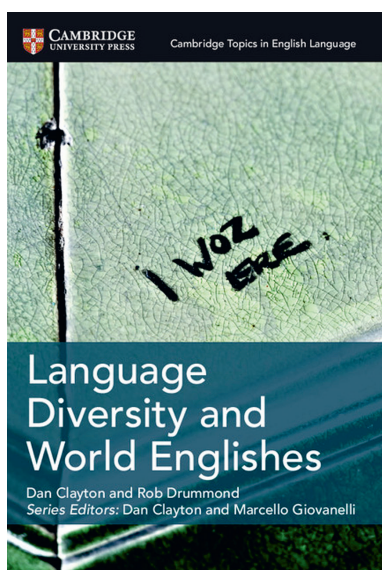
Cambridge International AS Level English General Paper syllabus (8021).

Through exploration of a wide array of topics, from celebrity culture to poetry in the modern world, this series focuses on strengthening key 21st century skills, such as communication, evaluation, analysis and application. Helping students improve their written responses, use of English and comprehension, this series looks at discussion points relevant to the globally minded classroom.

- Topical texts and discussion points relevant to the globally minded classroom
- A diverse range of issues to investigate across the syllabus
- Regular practice questions and sample answers help build confidence with course skills

Coursebook	✓ 978-1-316-50070-5
Digital Coursebook (1 year)	✓ 978-1-108-43968-8
Digital Teacher's Resource Access Card	✓ 978-1-108-45788-0





Cambridge Topics in English Language

Have you tried *Cambridge Topics in English Language*? An invaluable series of nine A Level English Language books, edited by experts Dan Clayton and Marcello Giovanelli, and designed for use with any syllabus. The books introduce students to major scholarly topics in English linguistics and stylistics through modern issues such as gender, diversity and changing attitudes to language.

- Research is made accessible for those who are new to linguistics and there is particular support in analysing spoken language data such as colloquialisms and idioms
- Exam-style questions and analysis activities provide students with valuable practice to help build confidence
- Summaries of key concerns and modern findings guide students on how to approach their own language investigations

In short: a uniformly excellent and well-executed series - essential resources, highly recommended.

Gary Snapper, Editor of *Teaching English*

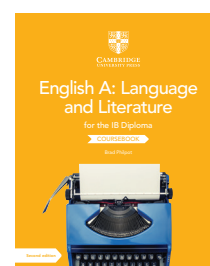
Text Analysis and Representation	978-1-108-40111-1
Digital Text Analysis and Representation (2 years)	978-1-108-44247-3
Language and Gender	978-1-108-40217-0
Digital Language and Gender (2 years)	978-1-108-44250-3
Attitudes to Language	978-1-108-40214-9
Digital Attitudes to Language (2 years)	978-1-108-44252-7
The Language of Literature	978-1-108-40221-7
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Digital Language Development (2 years)	978-1-108-44257-2
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Digital Language Change (2 years)	978-1-108-44258-9
Language and Power	978-1-108-40213-2
Digital Language and Power (2 years)	978-1-108-44260-2
Narrative	978-1-108-40229-3
Digital Narrative (2 years)	978-1-108-44263-3
Language Diversity and World Englishes	978-1-108-40225-5
Digital Language Diversity and World Englishes (2 years)	978-1-108-44264-0

These books are very useful and we are glad we bought them for our students. We would recommend them to other teachers of A Level language.

Rachel De Wachter, Esher College, UK

Also see 

**English A: Language and Literature
for the IB Diploma**
Turn to page 88 >



Experience Better Learning with...

Cambridge Online Mathematics

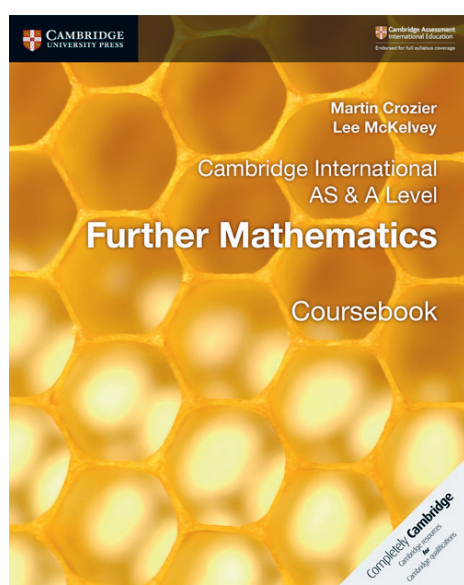
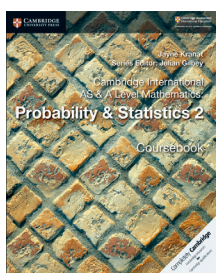
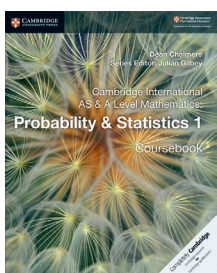
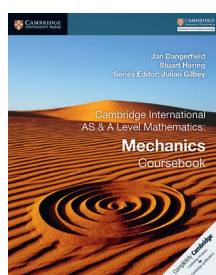
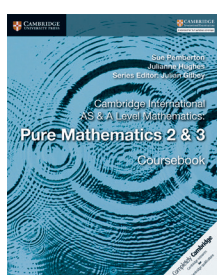
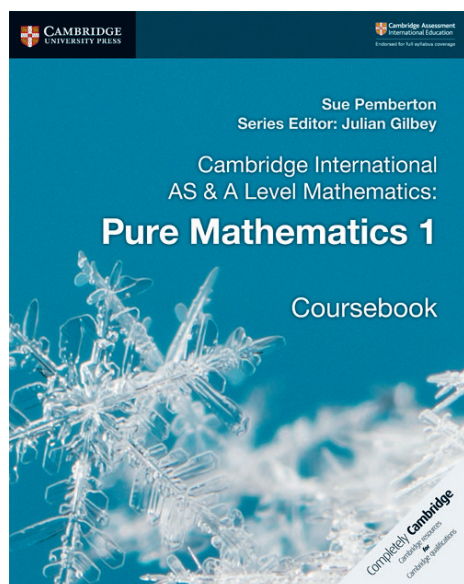


Cambridge Online Mathematics is a digital learning platform that provides enhanced teacher and student support for our Cambridge Checkpoint, Cambridge IGCSE™ and Cambridge International AS & A Level Mathematics resources.

Teachers can set activities and tasks for individuals or entire classes with the ability to compile reports on student progress and performance. Students can enjoy clear guidance and explanations, walkthroughs, exercises and more! The platform is easy to use, tablet-friendly and flexible. Try it for free today.

Find out more and sign up for your **free 15-day trial**.
onlinemaths.cambridge.org

Cambridge Online Mathematics is endorsed by Cambridge Assessment International Education



This series is endorsed by
Cambridge Assessment
International Education

Cambridge International AS & A Level Mathematics and Cambridge International AS & A Level Further Mathematics

Cambridge International AS & A Level Mathematics syllabus (9709) and Cambridge International AS & A Level Further Mathematics syllabus (9231) for examination from 2020.

This series promotes a deeper understanding of mathematical concepts, helping students develop critical thinking skills that go beyond the classroom.

Coursebooks

Written specifically for the international learner, these coursebooks provide clear and logical progression to help students develop the mathematical skills required in their chosen route to AS or A Level. They include recap sections, detailed explanations, worked examples, cross-topic review exercises and 'Explore' tasks that encourage deeper thinking around mathematical concepts. The coursebooks also benefit from links to 'Underground Mathematics' exercises throughout.

Coursebooks with Cambridge Online Mathematics

Our digital Cambridge International AS & A Level Mathematics resource is endorsed by Cambridge Assessment International Education for Papers 1–6.

- As part of a print and digital bundle, Cambridge Online Mathematics gives you the power to set classroom and homework exercises to individual students or entire classes through the platform
- These interactive versions of each coursebook offer students the facility to demonstrate and submit their working as well as opportunities for self-assessment
- Extra features for this level include a Desmos graphing calculator, geometry tool and scientific calculator

For your free trial, go to onlinemaths.cambridge.org

Teacher's resource

In response to teacher feedback from teachers around the world, we've produced a comprehensive teacher's resource to help you with lesson planning. This teacher's resource offers guidance for all five coursebook components.

Practice books

The practice books work alongside each coursebook for the syllabus. They provide additional worked examples and exercises that follow the order of topics in the coursebook to give students further opportunity to practise and consolidate their mathematical skills.

Further Mathematics

Our coursebook provides explanations of mathematical concepts followed by exercises for students to practise the required skills. The book contains classroom discussion exercises, extra challenge questions and examples of worked solutions.



These pages are from Cambridge International AS & A Level
Mathematics Pure Mathematics 1 Coursebook

Explore sections promote group work and peer-to-peer discussion. They help students to deepen their knowledge within a specific concept.

Cambridge International AS & A Level Mathematics: Pure Mathematics 2 & 3

PREREQUISITE KNOWLEDGE

Where it comes from	What you should be able to do	Check your skills
Pure Mathematics 1 Coursebook, Chapter 6	Equate coefficients of polynomials.	1 Find the value of A , B and C for: a $Ax^2 - 3x + C = 6x^2 + Bx - 9$ b $(2 - A)x^2 + 5x + 2C = 3x^2 - 3Bx + 8$
Pure Mathematics 1 Coursebook, Chapter 6	Expand $(a + b)^n$ where n is a positive integer.	2 Find the first 3 terms, in ascending powers of x , in the expansion of: a $(1 + 2x)^7$ b $(3 - 2x)^5$
Chapter 1	Divide polynomials.	3 Find the quotient and remainder when $x^3 - 8x + 4$ is divided by $x - 3$.

Why do we study algebra?

At IGCSE / O Level we learnt how to add and subtract algebraic fractions. In this chapter we will learn how to do the 'reverse process'. This reverse process is often referred to as splitting a fraction into its partial fractions. In Mathematics it is often easier to deal with two or more simple fractions than it is to deal with one complicated fraction.

In the Pure Mathematics 1 Coursebook, Chapter 6, you learnt how to find the binomial expansion of $(a + b)^n$ for positive integer values of n . After working through this chapter you will be able to expand expressions of the form $(1 + x)^n$ for values of n that are not positive integers (providing $|x| < 1$).

Combining your partial fraction and binomial expansion skills will enable you to obtain series expansions of complicated expressions such as $\frac{2x-1}{2x^2+3x-20}$.

7.1 Improper algebraic fractions

A numerical improper fraction is defined as a fraction where the numerator \geq the denominator. For example, $\frac{11}{5}$ is an improper fraction. This fraction can be expressed as $2 + \frac{1}{5}$, which is the sum of a positive integer and a proper fraction.

So how do we define an **algebraic improper fraction**?

KEY POINT 7.1

The algebraic fraction $\frac{P(x)}{Q(x)}$, where $P(x)$ and $Q(x)$ are polynomials in x , is said to be an algebraic improper fraction if the degree of $P(x) \geq$ the degree of $Q(x)$.

For example, the fraction $\frac{x^3 - 3x^2 + 7}{x - 2}$ is an improper algebraic fraction because the degree of the numerator (3) is greater than the degree of the denominator (1).

FAST FORWARD

In Chapter 8 you will be shown another use for partial fractions: how to integrate rational expressions such as $\frac{2x-1}{2x^2+3x-20}$ by first splitting the expression into partial fractions.

WEB LINK

Explore the *Polynomials and rational functions* station on the Underground Mathematics website.

Chapter 7: Further algebra

We can use long division to write the fraction $\frac{x^3 - 3x^2 + 7}{x - 2}$ as the sum of a polynomial and a proper algebraic fraction.

$$\begin{array}{r} x^2 - x - 2 \\ x-2 \overline{) x^3 - 3x^2 + 0x + 7} \\ \underline{x^2 - 2x^2} \\ -x^2 + 2x \\ \underline{-x^2 + 2x} \\ 0x + 7 \\ \underline{0x + 6} \\ 1 \end{array}$$

$$\therefore \frac{x^3 - 3x^2 + 7}{x - 2} = x^2 - x - 2 + \frac{1}{x - 2}$$

EXPLORE 7.1

1 Discuss with your classmates which of the following are improper algebraic fractions.

$\frac{1}{2x+1}$ $\frac{x^2-4x}{3-x^2}$ $\frac{-3x}{x-5}$ $\frac{6x^3-2x+1}{2x^2-1}$

$\frac{2x-3}{(x+2)(x-1)}$ $\frac{x^3+2x^2-7}{(x+2)(x+1)}$ $\frac{4x^3-1}{3x^2+2}$ $\frac{2x^4-8}{x^3-2x-1}$

2 Write each improper fraction in question 1 as the sum of a polynomial and a proper fraction.

EXERCISE 7A

1 Express each of the following improper fractions as the sum of a polynomial and a proper fraction.

a $\frac{8x}{2x-5}$ b $\frac{6x+1}{3x+2}$ c $\frac{4x^3-3}{2x+1}$

d $\frac{x^3+4x^2+3x-1}{x^2+2x+5}$ e $\frac{7x^3+2x^2-5x+1}{x^2-5}$ f $\frac{x^4+2x^2-5}{x^3+1}$

2 Given that $\frac{x^3+x^2-7}{x-3} = Ax^2 + Bx + C + \frac{D}{x-3}$, find the values of A , B , C and D .

3 Given that $\frac{x^4+5x^2-1}{x+1} = Ax^3 + Bx^2 + Cx + D + \frac{E}{x+1}$, find the values of A , B , C , D and E .

4 Given that $\frac{2x^4+3x^3+4x^2+5x+6}{x^3+2x} = Ax + B + \frac{Cx+D}{x^3+2x}$, find the values of A , B , C and D .

Prerequisite knowledge sections at the start of every chapter check students have the relevant learning to work through the upcoming topic.

Clear explanations for ESL learners.

Web links direct students to related content and resources on the internet to enrich their learning.

Fast forward boxes refer to topics students will learn in more depth at a later stage in the book. **Rewind** boxes refer back to earlier learning in a previous chapter.

Exercises help students to develop fluency in new mathematical skills and **worked examples** throughout provide step-by-step guidance.

NEW

Worked solutions manuals

Worked solutions manuals for each coursebook contain over 500 fully worked solutions for a wide range of exercises in the coursebooks, helping learners to develop as confident, independent thinkers.

	Coursebook	Coursebook with Cambridge Online Mathematics	Practice Book	NEW Worked Solutions Manuals with Digital Access
Pure Mathematics 1	✓ 978-1-108-40714-4	✓ 978-1-108-56289-8	✓ 978-1-108-44488-0	✓ 978-1-108-61305-7
Pure Mathematics 2 & 3	✓ 978-1-108-40719-9	✓ 978-1-108-56291-1	✓ 978-1-108-45767-5	✓ 978-1-108-75890-1
Mechanics	✓ 978-1-108-40726-7	✓ 978-1-108-56294-2	✓ 978-1-108-46402-4	✓ 978-1-108-75892-5
Probability & Statistics 1	✓ 978-1-108-40730-4	✓ 978-1-108-61082-7	✓ 978-1-108-44490-3	✓ 978-1-108-61309-5
Probability & Statistics 2	✓ 978-1-108-40734-2	✓ 978-1-108-63305-5	✓ 978-1-108-44492-7	✓ 978-1-108-61310-1
Further Mathematics	✓ 978-1-108-40337-5			✓ 978-1-108-77018-7
Digital Teacher's Resource Access Card	✓ 978-1-108-46167-2			

Cambridge International AS & A Level science

New editions of *Cambridge International AS & A Level Biology, Chemistry and Physics* cover the content of each of the syllabuses in full, helping your students develop the investigative, practical and analytical skills to flourish. This flexible range of resources meets the real teaching needs of the science classroom. Help students succeed in a changing world and develop their 21st century skills.

Coursebook with digital access

- Extensive research through lesson observations, teacher interviews and work with the Cambridge Panel provides first-hand classroom support to the teacher and learner
- Supports both the theoretical aspects of the course and the application of knowledge, as well as the promotion of scientific enquiry and independent learning
- Comprehensive support for practical work helps both teachers and students with the transition between Cambridge IGCSE and Cambridge International AS & A Level
- Written with strong support for language development, including key science vocabulary and key definitions throughout
- Features such as 'Science in Context' and reflection boxes provide students with practice, active learning, skills-building and reflection opportunities
- Open-ended discussion questions enable students to practise their English skills, interpret ideas in different ways and debate concepts with other learners
- Four to ten exam-style questions per chapter help prepare students for examinations
- Provides a range of enquiry exercises, such as practical activities, group work and debate questions, helping students develop 21st century skills
- Combined print and digital resource enables you to use the content in a format that suits you
- Includes answers to exercises so students have everything they need to revise when they want

Digital teacher's resource

- Detailed topic-by-topic guidance on lesson planning, delivery and assessment
- Mapping grids identify where topics in the syllabus are in the resources
- Advice for tackling common misunderstandings and misconceptions with clear and highly detailed lesson-planning guidance
- Suggestions for a wide range of activities with support for different teaching approaches and differentiation

Workbook with digital access

- Reinforces learning, promotes application of theory and helps students practise vital skills
- A varied selection of formative exercises and exam-style questions help students hone the necessary skills of handling data, evaluating information and problem solving

Practical workbook

Helps students develop key practical investigation skills including planning, identifying equipment, creating hypotheses, recording results, and analysing and evaluating data.

- Supports students going from Cambridge IGCSE to Cambridge International AS & A Level
- Guided investigations provide opportunities for students to practise for the key practical element of the Cambridge International AS & A Level science syllabuses
- Provides the opportunity for students to take on a range of activities, helping them develop their 21st century skills

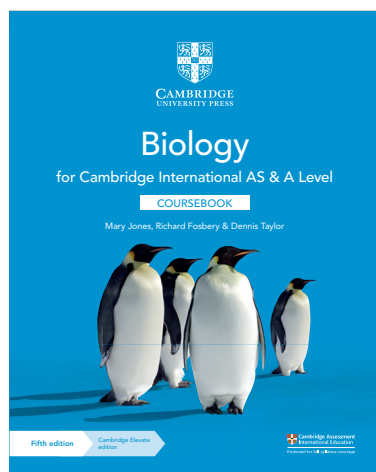
Cambridge science – inspired by teachers, building brighter futures



Through daily research including lesson observations, teacher interviews and work with teachers on the Cambridge Panel, we develop our resources to meet the needs of the science classroom. Inspire your students with research fresh from the labs of the University of Cambridge with scientists like David Izuogu, advice from teachers around the world, and watch our webinars with education specialists from the Faculty of Education and English as a second language consultants.

Follow our science playlist on YouTube at [youtube.com/cambridgepedu](https://www.youtube.com/cambridgepedu)

Follow our blog at [cambridge.org/education/blog](https://www.cambridge.org/education/blog)



Cambridge International AS & A Level Biology

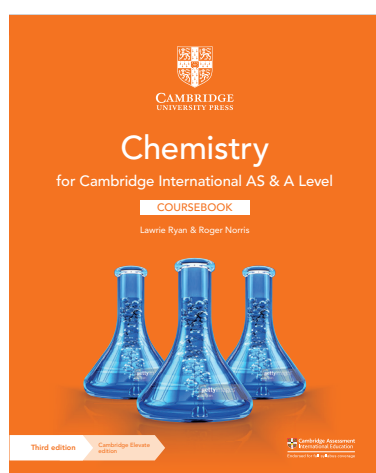
Fifth edition

Richard Fosbery, Mary Jones, David Martindill,
Matthew Parkin and Dennis Taylor

Cambridge International AS & A Level Biology syllabus (9700)
for examination from 2022.

From the simplest cell structures to genetic technology, this series matches the syllabus.

Coursebook with Digital Access (2 years)	✓ 978-1-108-85902-8
Digital Coursebook (2 years)	✓ 978-1-108-79651-4
Workbook with Digital Access (2 years)	✓ 978-1-108-85942-4
Practical Workbook	✓ 978-1-108-79777-1
Digital Teacher's Resource Access Card	✓ 978-1-108-79779-5



Cambridge International AS & A Level Chemistry

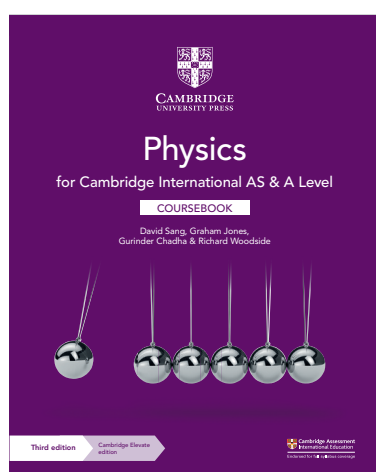
Third edition

Roger Norris, Lawrie Ryan and Mike Wooster

Cambridge International AS & A Level Chemistry syllabus (9701)
for examination from 2022.

From the smallest atoms to the most complex equations, this series matches the syllabus.

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Digital Coursebook (2 years)	✓ 978-1-108-79780-1
Workbook with Digital Access (2 years)	✓ 978-1-108-85905-9
Practical Workbook	✓ 978-1-108-79954-6
Digital Teacher's Resource Access Card	✓ 978-1-108-79659-0



Cambridge International AS & A Level Physics

Third edition

David Sang, Graham Jones, Gurinder Chadha,
Richard Woodside and Sanjeevi Cuneapen

Cambridge International AS & A Level Physics syllabus (9702)
for examination from 2022.

From kinematics to nuclear physics, this series matches the syllabus.

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Digital Coursebook (2 years)	✓ 978-1-108-79652-1
Workbook with Digital Access (2 years)	✓ 978-1-108-85911-0
Practical Workbook	✓ 978-1-108-79399-5
Digital Teacher's Resource Access Card	✓ 978-1-108-79675-0



This series is endorsed by
Cambridge Assessment
International Education

Take a look inside our Cambridge International AS & A Level science books

These pages are from Cambridge International AS & A Level Biology Coursebook

Practical activities provide opportunities and support for conducting practical work in the context of supporting theory.

CAMBRIDGE INTERNATIONAL AS & A LEVEL BIOLOGY COURSEBOOK

3.7 Immobilising enzymes

The enzyme lactase can be immobilised using alginate beads (Figure 3.17 in Practical activity 3.2). The substrate of lactase is the disaccharide sugar lactose. Milk is allowed to run through a column of lactase-containing beads (Figure 3.18). The lactase hydrolyses the lactose in the milk to glucose and galactose. The milk is therefore lactose-free, and can be used to make lactose-free dairy products for people who cannot digest lactose.

You can see that enzyme immobilisation has several obvious advantages compared with just mixing up the enzyme with its substrate. If you just mixed lactase with milk, you would have a very difficult job to get the lactase back again. Not only would you lose the lactase, but you would also have milk contaminated with the enzyme. Using immobilised enzymes means that you can keep and re-use the enzymes, and that the product is enzyme-free.

Another advantage of this process is that the immobilised enzymes are more tolerant of temperature changes and pH changes than enzymes in solution. This may be partly because their molecules are held firmly in shape by the alginate in which they are embedded, and so do not denature so easily. It may also be because the parts of the molecules that are embedded in the beads are not fully exposed to the temperature or pH changes.

PRACTICAL ACTIVITY 3.2

Immobilising enzymes

(See Investigation XX in the Practical workbook)

Figure 3.17 shows one way in which enzymes can be immobilised. The enzyme is mixed with a solution of sodium alginate. Little droplets of this mixture are then added to a solution of calcium chloride. The sodium alginate and calcium chloride instantly react to form jelly, which turns each droplet into a little bead. The jelly bead contains the enzyme. The enzyme is held in the bead, or immobilised.

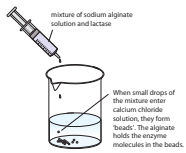


Figure 3.17: Immobilising enzyme in alginate.

REFLECTION

If you were designing a new enzyme to solve a complex biological or chemical problem, what characteristics and features would it be useful to be able to control? Try to think of both structural and functional features. Can you think of any new uses for enzymes, such as substances that would be useful to be able to break down using enzymes?

Personal reflection question

If you were the designer, what comments would you make about your performance in this activity?

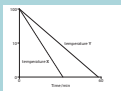
Exam-style questions in every chapter offer valuable practice opportunities to help students prepare for their examinations.

8 Transport in mammals

EXAM-STYLE QUESTIONS

1 An enzyme with a high affinity for its substrate has a:
a high K_m b low K_m c high V_{max} d low V_{max} [1]

2 If methylene blue dye is added to a suspension of yeast cells, any living cells do not take up the stain; they remain colourless. However, any dead cells are stained blue. This fact was used to carry out an investigation into the rate at which yeast cells were killed at two different temperatures (at high temperatures the yeast enzymes will be denatured). The results are shown in the diagram.

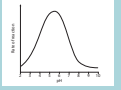


Which of the following is correct?

	The higher temperature is	The vertical axis (y-axis) should be labelled
A	X	% coloured cells
B	Y	% coloured cells
C	X	% colourless cells
D	Y	% colourless cells

[1]

3 Copy the graph in Question 3 and draw a line from which the initial rate of reaction could be calculated. [1]



a Describe the effect of pH on this enzyme. [2]
b Explain why pH affects the activity of the enzyme. [4]

Total: 6 marks

COMMAND WORDS

Describe: state the points of a topic / give characteristics and main features – for example, use words to say clearly what is shown by a graph, or give a step-by-step account of something.

Explain: set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence – note that you will often need to use your knowledge of biology to say why or how something happens.

Command words from exam-style questions are identified and defined to help learners to understand how to respond correctly.

Reflection feature boxes encourage learners to think about the way they approach their learning, to develop their metacognitive skills.

These pages are from Cambridge International AS & A Level Chemistry Practical Workbook

Equipment lists help learners to prepare for practical investigations.

CAMBRIDGE INTERNATIONAL AS & A LEVEL CHEMISTRY: PRACTICAL WORKBOOK

Practical investigation 1.4: Relative atomic mass of calcium

Introduction

The equation for the reaction between calcium and water is shown below:

$$\text{Ca(s)} + 2\text{H}_2\text{O(l)} \rightarrow \text{Ca(OH)}_2\text{(aq)} + \text{H}_2\text{(g)}$$

This reaction can be used to find the relative atomic mass of calcium by finding the number of moles of hydrogen produced by a known mass of calcium. The number of moles of calcium (n) can then be calculated using the relative atomic mass calculated using $A_r = m/n$.

The calcium hydroxide formed in the reaction can then be titrated against standard hydrochloric acid.

EQUIPMENT

You will need:

- apparatus for measuring gas volumes as used in Investigation 1.2
- small filter funnel for burette • 50.00 cm³ burette • weighing boat
- 150 cm³ conical flask • wash bottle of distilled water • burette stand
- 25.00 cm³ pipette • white tile • 250 cm³ beaker • 25.0 cm³ measuring cylinder • methyl orange indicator in dropper bottle

Access to:

- top-pan balance reading to at least two decimal places • 0.200 mol dm⁻³ hydrochloric acid • fresh calcium granules • distilled water

Safety considerations

- Make sure you have read the advice in the Safety section at the beginning of this book and listen to any advice from your teacher before carrying out this investigation.
- You must wear eye protection at all times in this experiment.
- Calcium reacts vigorously with water. Do not handle it with bare hands.
- Hydrogen is a flammable gas.
- 0.2 mol dm⁻³ hydrochloric acid is an irritant.
- If you are using a glass measuring cylinder for collecting the gas or a gas syringe, then take care when clamping it. Over-tightening of the clamp could shatter the glass.
- The calcium hydroxide is an alkali and should be regarded as being corrosive. If you get any on your skin then wash it off immediately.

Method

1 Set up your apparatus for reacting the calcium with water and collecting the gas formed during the reaction. Use either of the two arrangements shown in Figure 1.2.

Safety considerations give you and your learners confidence to do practical work safely.

Opportunities to practise and embed essential science skills such as recording results, carrying out data analysis and evaluation.

1 Masses, moles and atoms

2 Measure out 25 cm³ of distilled water and add to the conical flask.
3 Weigh out between 0.040 g and 0.080 g of calcium.
4 Make sure that your gas collection apparatus is ready.
5 Add the calcium granules to the conical flask and quickly replace the stopper. Swirl the flask vigorously to make sure that all the calcium has reacted.
6 When the reaction is finished note the volume of gas evolved and record it in Table 1.3.

Results

Mass of calcium/g	Volume of hydrogen/cm ³	Burette reading for hydrochloric acid/cm ³
	2nd	
	1st	
	Titre	
	2nd	
	1st	
	2nd	
	1st	
	Titre	

Table 1.3

Data analysis

a Assume that 1 mol of gas occupies 24 000 cm³ at room temperature and pressure.

- Calculate the number of moles of hydrogen formed in your first experiment.
- From this, calculate the number of moles of calcium.
- Calculate the relative atomic mass of calcium.

.....

.....

Evaluation

b Using the value shown on your Periodic Table, calculate the percentage error in your result.

$$\text{Percentage error} = \frac{|\text{Actual value} - \text{experimental value}|}{\text{Actual value}} \times 100$$

.....

.....

Multi-part exercises with step-by-step guidance support learners to become more independent learners, and develop essential skills.

These pages are from Cambridge International AS & A Level Physics Coursebook

Before you start feature provides an opportunity to check learners' understanding, and identify misconceptions.

CAMBRIDGE INTERNATIONAL AS & A LEVEL PHYSICS: COURSEBOOK

BEFORE YOU START

- Write down the names of the meters you use to measure current in a component and potential difference across it.
- Draw a circuit diagram showing a circuit in which a battery is used to drive a current through a variable resistor in series with a lamp. Show on your circuit how you would connect the meters named in your list.
- Try to draw a circuit diagram to measure the potential difference of a component and the current in it. Swap with a classmate to check.

CIRCUIT DESIGN

Over the years, electrical circuits have become increasingly complex, with more and more components combining to achieve very precise results (Figure 9.1). Such circuits typically include power supplies, sensing devices, potential dividers and output devices. At one time, circuit designers would start with a simple circuit and gradually modify it until the desired result was achieved. This is impossible today when circuits include many hundreds or thousands of components.

Instead, electronics engineers (Figure 9.2) rely on computer-based design software which can work out the effect of any combination of components. This is only possible because computers can be programmed with the equations that describe how current and voltage behave in a circuit. These equations, which include Ohm's law and Kirchhoff's two laws, were established in the 19th century, but they have come into their own in the 21st century through their use in computer-aided design (CAD) systems.

Think about other areas of industry. How have computers changed those industrial practices in the last 30 years?



Figure 9.1: A complex electronic circuit-board is the circuit board which controls a computer's hard drive.

9.1 Kirchhoff's first law

You will have learnt that current may divide up where a circuit splits into two separate branches. For example, a current of 5.0 A may split at a junction or a point in a circuit into two separate currents of 2.0 A and 3.0 A. The total amount of current remains the same after it splits. We would not expect some of the current to disappear, or extra current to appear from nowhere. This is the basis of **Kirchhoff's first law**, which states that the sum of the currents entering any point in a circuit is equal to the sum of the currents leaving that same point.

This is illustrated in Figure 9.3. In the first part, the current into point P must equal the current out, so:

$$I_1 = I_2$$

In the second part of the figure, we have one current coming into point Q, and two currents leaving. The current divides at Q. Kirchhoff's first law gives:

$$I_1 = I_3 + I_4$$

KEY DEFINITION

Kirchhoff's first law: the sum of the currents entering any point in a circuit is equal to the sum of the currents leaving that same point.

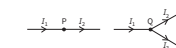


Figure 9.3: Kirchhoff's first law: current is conserved because charge is conserved.



Figure 9.2: A computer engineer uses a computer-aided design (CAD) software tool to design a circuit which will form part of a microprocessor, the device at the heart of every computer.

Kirchhoff's first law is an expression of the **conservation of charge**. The idea is that the total amount of charge entering a point must exit the point. To put it another way, if a billion electrons enter a point in a circuit in a time interval of 1.0 s, then one billion electrons must exit this point in 1.0 s. The law can be tested by connecting ammeters at different points in a circuit where the current divides. You should recall that an ammeter must be connected in series so the current to be measured passes through it.

Questions

- Use Kirchhoff's first law to deduce the value of the current I in Figure 9.4.
- In Figure 9.5, calculate the current in the wire X. State the direction of this current (towards P or away from P).

Formal statement of Kirchhoff's first law

We can write Kirchhoff's first law as an equation:

$$\Sigma I = \Sigma I_{out}$$

Here, the symbol Σ (Greek letter sigma) means 'the sum of all', so ΣI means 'the sum of all currents entering into a point' and ΣI_{out} means 'the sum of all currents leaving that point'. This is the sort of equation which a computer program can use to predict the behaviour of a complex circuit.

9 Kirchhoff's laws

KEY WORD

conservation of charge: electric charge can neither be created nor destroyed.



Figure 9.4: For question 1.



Figure 9.5: For question 2.

KEY EQUATION

$$\Sigma I = \Sigma I_{out}$$

Science in context feature applies theory to real-world contexts, to inspire learners and develop their awareness and understanding.

Key equation features provide in-context equations supporting learners and promoting continuous learning and understanding.

This screenshot is from Cambridge International AS & A Level Biology Digital Teacher's Resource

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Topic 3.2.4

This topic introduces the procedure of enzyme immobilisation, which is used widely in industry to maximise yield of product without loss of enzyme in a continuous process.

- Investigate the difference in activity between an enzyme immobilised in alginate and the same enzyme free in solution, and state the advantages of using immobilised enzymes.

Suggested teaching time
This content should take around two hours to cover.

Links to other books in this series

Resource	Chapter and Pages	Activities
Coursebook	Figures 3.15 and 3.16 Practical box 3.2 Questions 3.10 and 3.11 ESL1, 3	<ul style="list-style-type: none"> Calculating the surface area to volume ratio of various cubes Investigating the effect of size on diffusion
Teacher's resource	Not applicable	Not applicable
Workbook	ESL3	A question focusing on
Practical book	Practical Investigation 3.5	Immobilising urease
Practical Teacher's Guide	Practical 3.10	Comparing the activities of immobilised invertase and invertase in solution using calcium-alginate beads

Common misconceptions

- It is often assumed by learners that the immobilisation of enzymes carries only advantages. However, the procedure does reduce the affinity of the enzyme for its substrate (increases the value of K_m).
- Learners can assume that immobilising enzymes will never be lost from the immobilisation medium, and fail to appreciate that over time the enzyme will 'leach' into the products. Testing the products with biuret solution (for the presence of protein, including enzymes) can serve to indicate how well the enzyme has been immobilised.
- Learners can assume that enzyme immobilisation is just an artificial process. However, many digestive enzymes are peripheral proteins immobilised in the cell surface membrane of cells lining the ileum.

Lesson starters

The concept of immobilising enzymes will not be familiar to learners. They may be surprised to learn that immobilised enzymes are still able to catalyse reactions.

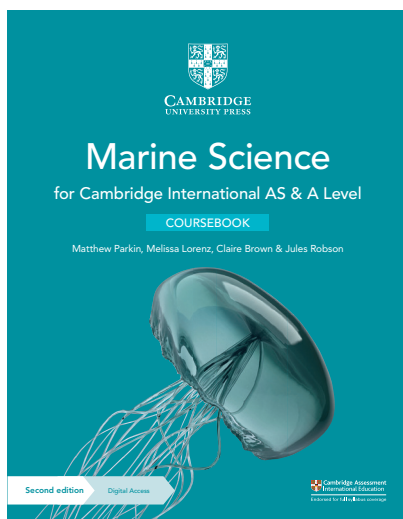
Two suggestions are given here. The choice between which activity is used will depend on what resources are available, the time available and how the class is progressing with this topic.

Common misconceptions are explained clearly, in order to help you to quickly identify where your learners may become confused.

Suggested teaching time helps you to plan your lessons effectively.

Links to other books in the series allow all the resources to be used seamlessly together, helping you to save time when planning lessons and looking for appropriate activities.

Lesson starters and main activities give you ideas for planning engaging lessons.



“
This is probably the
best thing I have
seen to help inspire
teachers’
confidence that
Cambridge University
Press has put out for
any of its courses.

Jeff Higginbotham,
Brevard School, USA

Cambridge International AS & A Level Marine Science

Second edition

Matthew Parkin, Melissa Lorenz, Claire Brown, Jules Robson
and Paul Roobottom

Cambridge International AS & A Level Marine Science syllabus (9693)
for examination from 2022.

Help your students explore the wonders of the underwater world and
develop their theoretical and practical marine science skills.

Coursebook

- Supports both the theoretical aspects of the course as well as application of knowledge, promotion of scientific enquiry and independent learning
- In-chapter questions and exercises develop scientific skills, such as problem solving and handling information
- Essential practical activities and a new practical skills chapter develop students’ investigative skills
- Group project activities, such as creating scale models of marine ecosystems, develop students’ collaborative skills
- Extended international case studies (such as the crown-of-thorns starfish on Indo-Pacific reefs) with discussion questions help students apply their knowledge and dive deeper into real-world contexts
- Exam-style questions and in-chapter questions encourage students to track their understanding
- Exercises help students develop their maths skills in science contexts
- A dedicated feature supports students’ understanding of command words in preparation for assessment

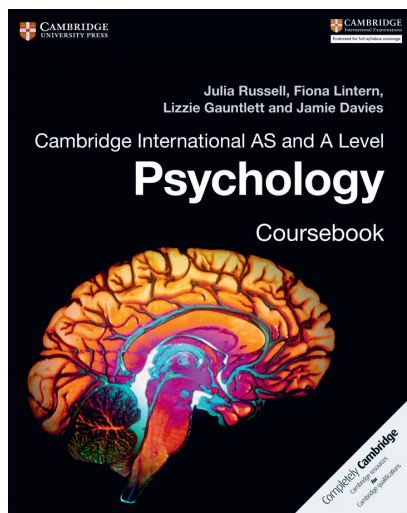
Teacher’s resource

- Detailed topic-by-topic guidance on lesson planning, delivery and assessment
- Downloadable support notes and model data for the practical activities in the coursebook and workbook
- Answers to all questions in the coursebook and workbook

Workbook

- Exercises and exam-style questions, corresponding to each chapter of the coursebook, build a variety of skills – such as mathematical, observational and analytical
- Extra practical activities for each topic develop students’ investigative skills and support with the new assessment objectives, including data analysis and planning and carrying out investigations

Coursebook with Digital Access (2 years)	✓ 978-1-108-86606-4
Digital Coursebook (2 years)	✓ 978-1-108-79142-7
Digital Teacher’s Resource Access Card	✓ 978-1-108-79594-4
NEW Workbook with Digital Access	✓ 978-1-108-79049-9



This series is endorsed by
Cambridge Assessment
International Education

Cambridge International AS and A Level Psychology

Julia Russell, Fiona Lintern, Lizzie Gauntlett and Jamie Davies

Cambridge International AS & A Level Psychology syllabus (9990).

This series has a strong focus on the key concepts of research methods and ethics, as well as crucial debates such as nature versus nurture.

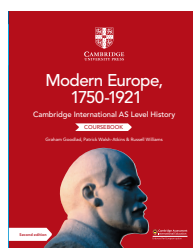
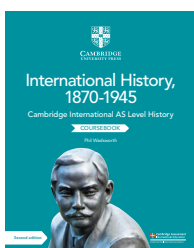
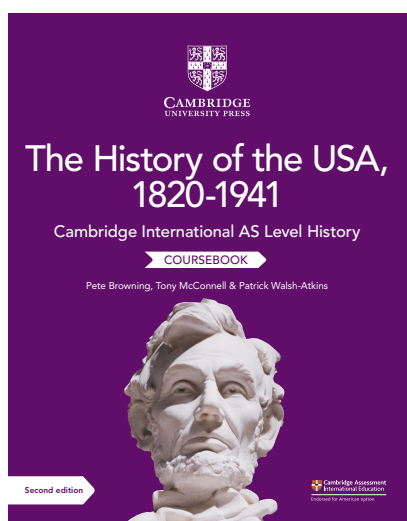
Coursebook

- Fascinating discussions bring each topic to life, enhancing the relevance of the chapter to students' lives and sparking debate in the classroom
- The subject of research methods is discussed in depth with its own dedicated chapter and is also continually referred to throughout the book

Teacher's resource

- Contains ideas for differentiated learning, ways to combat common misconceptions and lesson guides

Coursebook	✓ 978-1-316-60569-1
Digital Coursebook (2 years)	✓ 978-1-316-60571-4
Teacher's Resource CD-ROM	✓ 978-1-316-63794-4



Cambridge International AS Level History

Second edition

Pete Browning, Anna Cowper, John Etty, Graham Goodlad, Tony McConnell, Phil Wadsworth and Patrick Walsh-Atkins

Cambridge International AS & A Level History syllabus (9489) for examination from 2021.

With increased depth of coverage and closely mapped to the syllabus, this series provides teachers with a wide range of source material and language support.

Coursebook

- 'Think like a historian' features help students understand the benefits of studying history, which requires sharp evaluation and research skills
- Learning objectives in each chapter help your students understand 'where they are going' with their learning and aid their navigation through the content
- 'Reflection' features help your students think about how they are learning and how they might improve their process
- Exam-style questions and example answers help students build familiarity for their examinations, practise their technique and understand how to improve

Teacher's resource

- Contains all the historical sources from the coursebook and more source support activities, so you can easily adapt worksheets and presentations
- Provides you with plenty of teaching ideas as well as language and assessment for learning support

New editions of our AS History series are suitable for students taking the Paper 1 and 2 examinations in 2021, syllabus 9489.

The History of the USA, 1820-1941 Coursebook	✓ 978-1-108-71629-1
Digital The History of the USA, 1820-1941 (2 years)	✓ 978-1-108-71633-8
International History 1870-1945 Coursebook	✓ 978-1-108-45932-7
Digital International History 1870-1945 (2 years)	✓ 978-1-108-45934-1
Modern Europe, 1750-1921 Coursebook	✓ 978-1-108-73392-2
Digital Modern Europe, 1750-1921 (2 years)	✓ 978-1-108-73980-1
Digital Teacher's Resource Access Card	✓ 978-1-108-70582-0

Four misconceptions that occur in the Cambridge International AS & A Level Business classroom (and how to resolve them)

Students often carry misconceptions with them as they study. They come from a variety of places, including previous studies and experiences, the media and more, and they can be detrimental to student knowledge if they aren't addressed.

In our Cambridge International AS & A Level Business Teacher's Resource, we offer advice and guidance on how to elicit and overcome some of these misconceptions. Below are four examples you can use with your students today.

Misconception	How to elicit	How to overcome
Learners often assume all entrepreneurs are successful.	Ask learners to identify ways entrepreneurs can be successful and ways they can fail.	Provide learners with examples of entrepreneurs who have been successful and those who failed (assess the reasons for failure).
The terms consumer and customer are often mis-used.	Check whether learners use the correct terms in their work. Ask them to write definitions of each term and then to use them correctly in a sentence along with relevant examples.	Make sure learners consider the role of the customer and the consumer in business decisions. The consumer is the end user and the customer buys the product/service.
All firms want to grow.	When discussing growth, learners often assume that all firms will want to become larger - either through organic or external means.	Discuss the reasons for and against business growth. This could be applied to different business ownership structures to demonstrate the difference.
Profit made is the best method of measuring business size.	Ask learners how they think business size should be measured.	Learners often assume that all firms want to make a profit. Whilst this may be true for many firms, in the short term, some firms may want to re-invest in opening more branches to give them greater customer awareness. Outline the differences in the ways firms may choose to measure their size in a market.

Explore our full collection of Cambridge International AS & A Level Business, Economics and Accounting resources on pages 77-79.

NEW Cambridge International AS & A Level Business

Peter Stimpson and Alastair Farquharson

Cambridge International AS & A Level Business syllabus (9609) for examination from 2023.

This series inspires students to develop an understanding of business and business-related concepts, whilst guiding them through the Cambridge International AS & A Level Business syllabus. Complete with a coursebook with digital access, workbook and digital teacher's resource, the series will allow you and your students to progress through the course with confidence.

Coursebook

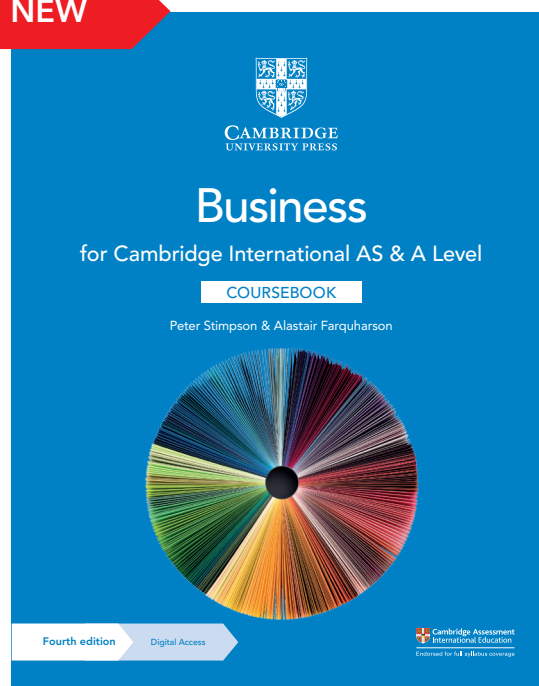
- 'Getting started with' chapter to support student transition from IGCSE to AS & A Level
- 'Business in context' and 'Business in action' features enable students to make real-world connections to their studies
- 'Preparing for assessment chapter', including sample mark schemes, helps learners get ready for examination
- Mixture of local and global case studies ensures content is relevant to all students and encourages their interest in the subject
- Key terms, key concepts and command words defined to support English as a second language learners
- Activity answers included to enable students to self-assess

Workbook

- Focuses on the development of four key skills: Knowledge and Understanding, Application of Knowledge and Understanding, Analysis, and Evaluation
- Wide variety of new exam-style questions and activities so students can further test their understanding
- Key terms grouped together for quick and simple revision and to support English as a second language learners
- Worked examples including 'improve this answer' activities helps students develop their evaluation skills and understand what a 'good' answer looks like

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NEW Digital Coursebook	978-1-108-92599-0
NEW Workbook with Digital Access	978-1-108-92600-3
NEW Digital Teacher's Resource	978-1-108-94068-9

NEW



Digital teacher's resource

- Step-by-step lesson plans, including differentiation advice, bring new ideas into your classroom
- Downloadable materials such as PowerPoint presentations and topic and language worksheets save lesson-planning time
- Support for key pedagogical practices, including active learning, ensure you feel supported in your teaching
- Common misconceptions help address student misunderstandings and support every learner
- Language support for each lesson ensures that language is not a barrier to learning
- Answers to coursebook and workbook exercises

Syllabus support

This new series is here to support you and your students through the (9609) syllabus. Here are the top three ways in which our resources support you through these updates:

- We have introduced a new section called 'Introduction to command words' to help students understand subject-specific terminology
- We have included formulae for ratios in the coursebook appendix to help with learning and revision
- The assessment objectives are explained in the 'Preparing for Assessment' section of the coursebook

Find out more about how our resources support your students through the new syllabus at [cambridge.org/education](https://www.cambridge.org/education)

NEW Cambridge International AS & A Level Economics

Colin Bamford and Susan Grant

Cambridge International AS & A Level Economics syllabus (9708) for examination from 2023.

Introduce your students to the world of economics with the fourth edition of the *Cambridge International AS & A Level Economics* series. Featuring a coursebook with digital access, workbook and digital teacher's resource, it will give your students a clear understanding of how economics operates on an international scale, whilst developing key skills including analysis and evaluation.

Coursebook with digital access

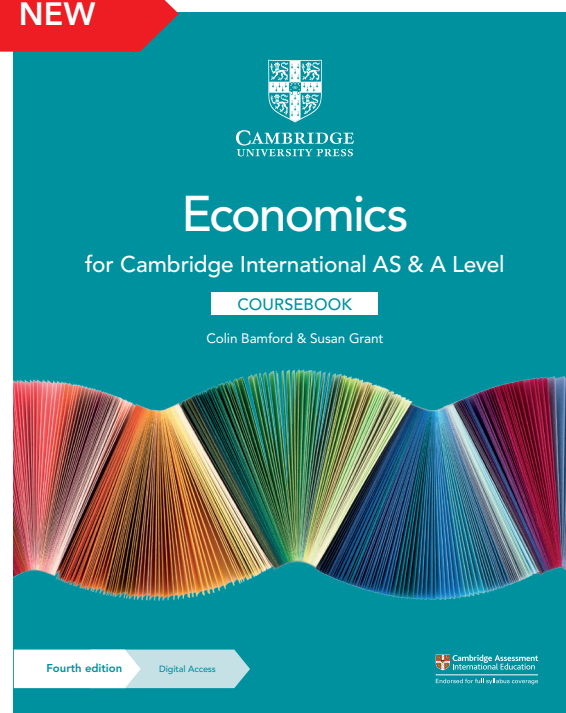
- 'Getting started with' chapter to support student transition from IGCSE to AS & A Level
- 'Economics in context' and 'Think like an Economist' features apply lessons to real-life scenarios, engaging students in their studies
- Essay-writing activities build key skills including analysis and evaluation, and prepare students for assessment
- Key terms, key concepts and command words are defined for quick revision and support English as a second language learners
- 'Preparing for assessment' chapter, including sample mark schemes, to help students prepare for exams
- Mixture of local and global case studies ensures content is relevant to all learners and encourages an interest in the subject

Workbook

- Key skills and scaffolded exam-style activities allow students to put into practice what they have learnt from the coursebook
- Worked examples offer step-by-step guidance and are ideal for revision
- Tip boxes and grouped key terms provide extra support for English as a second language learners
- 'Improve this answer' activity helps student develop their evaluation skills and understand what a 'good' answer looks like

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NEW Digital Coursebook	978-1-108-82278-7
NEW Workbook with Digital Access	978-1-108-82279-4
NEW Digital Teacher's Resource	978-1-108-82280-0

NEW



Digital teacher's resource

- Step-by-step lesson plans, including differentiation advice, bring new lesson ideas into your classroom
- Downloadable materials such as PowerPoint presentations and topic and language worksheets save lesson-planning time
- Common misconceptions help address student misunderstandings and support every learner
- Language support for each lesson with guidance on key terms to support English as a second language learners
- Answers to coursebook and workbook exercises

Syllabus support

This new series is here to support you and your students through the (9708) syllabus. Here are the top three ways in which our resources support you through these updates:

- We have introduced a new section called 'Introduction to command words' to help students understand subject-specific terminology
- The assessment objectives are explained in the 'Preparing for Assessment' section of the coursebook
- We have included formulae for ratios in the coursebook appendix to help with learning and revision

Find out more about how our resources support your students through the new syllabus at [cambridge.org/education](https://www.cambridge.org/education)

NEW Cambridge International AS & A Level Accounting

David Hopkins, Deborah Malpas, Harold Randall,
Michael Seagrope, Julie Whatford &
Sharon Elan-Puttick

Cambridge International AS & A Level Accounting
syllabus (9706) for examination from 2023.

Empower your students to become confident learners and achieve success with the third edition of the *Cambridge International AS & A Level Accounting* series. Closely mapped to the new syllabus, our coursebook with digital access, workbook and digital teacher's resource are the perfect addition to any classroom and come filled with real-world connections and exam support.

Coursebook with digital access

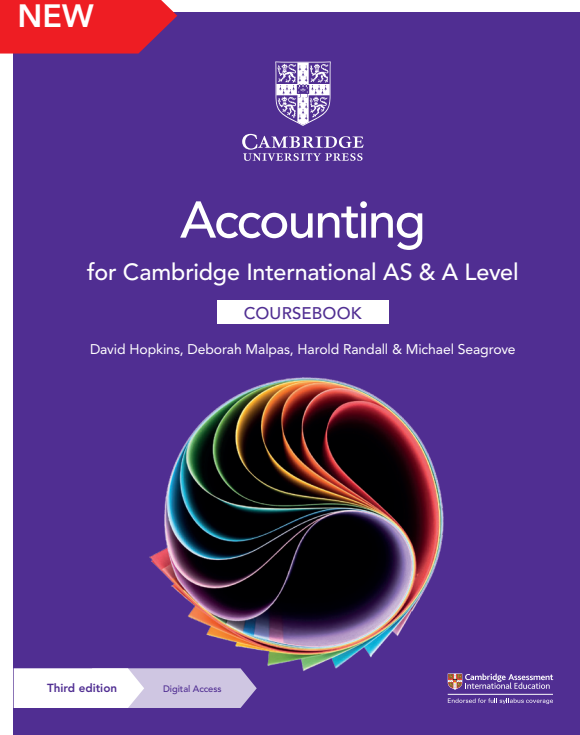
- Revised order of chapters in Part 1 (The Accounting System) to support student transition from IGCSE to AS & A Level
- 'Accounting in context' and 'Think like an Accountant' features help students make real-world connections to their studies
- Key terms, key concepts and command words are defined for English as a second language learners
- Practice questions, exam-style questions, worked examples and sample answers help students prepare for assessment
- Reflection activities allow students to monitor their learning and consider what/how they've learnt
- Appendix highlights key formulae required for the syllabus so students can study with ease

Workbook

- Key skills and scaffolded exam-style activities enable students to put into practice what they have learnt from the coursebook
- Worked examples offer step-by-step guidance for developing knowledge and are ideal for revision
- Tip boxes and defined key terms provide extra support for students and English as a second language learners
- 'Improve this answer' activity helps students develop their evaluation skills and understand what a 'good' answer looks like

NEW Coursebook with Digital Access	978-1-108-90292-2
NEW Digital Coursebook	978-1-108-82870-3
NEW Workbook with Digital Access	978-1-108-82871-0
NEW Digital Teacher's Resource	978-1-108-82872-7

NEW



Digital teacher's resource

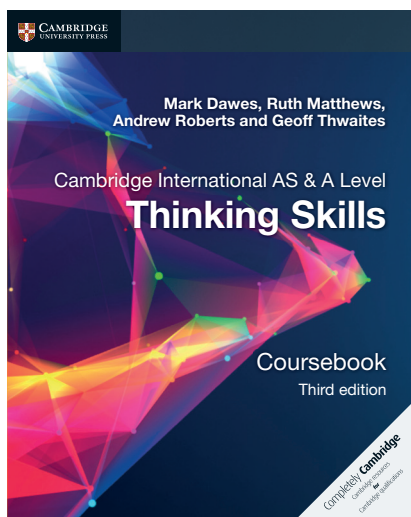
- Learning intentions at the start of every lesson ensure your classroom remains focused on the syllabus aims
- Step-by-step lesson ideas including group activities, individual tasks and differentiation advice guide your teaching and bring new ideas into your lessons
- Language support for English as a second language learners in every chapter ensure that language level isn't a blocker to learning
- Downloadable materials such as PowerPoint presentations and topic and language worksheets save lesson-planning time
- Common misconceptions highlighted help address student misunderstandings and support every learner

Syllabus support

This new series is here to support you and your students through the (9706) syllabus. Here are the top three ways in which our resources support you through these updates:

- We have included formulae for ratios in the coursebook appendix to help with learning and revision
- We have introduced a new section called 'Introduction to command words' to help students understand subject-specific terminology
- The assessment objectives are explained in the 'Preparing for Assessment' section of the coursebook

Find out more about how our resources support your students through the new syllabus at [cambridge.org/education](https://www.cambridge.org/education)



Cambridge International AS & A Level Thinking Skills*

Third edition

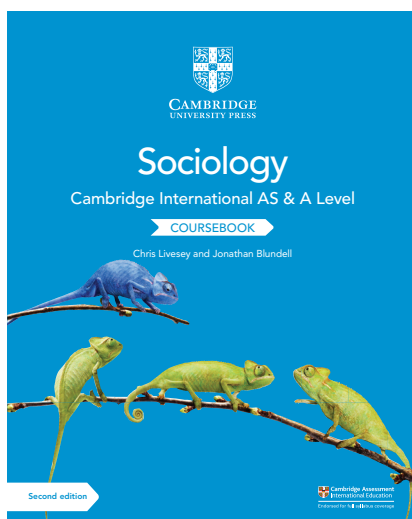
Mark Dawes, Ruth Matthews, Andrew Roberts and Geoff Thwaites

Cambridge International AS & A Level Thinking Skills syllabus (9694) for examination from 2020.

Cambridge International AS & A Level Thinking Skills is a supportive suite of resources that helps students build confidence when thinking independently.

- Develops the 21st century skills needed for further study and employment
- Scenarios encourage students to adopt practical approaches to critical thinking and problem solving
- Key terms are explained throughout and exam-style questions at the end of each chapter allow for frequent ability check-ins
- Teacher support includes sample lessons and answers to activities as well as exam-style questions and worksheets for further exam-style preparations

Coursebook	978-1-108-44104-9
Digital Coursebook (2 years)	978-1-108-44110-0
Digital Teacher's Resource Access Card	978-1-108-45766-8



Cambridge International AS & A Level Sociology

Second edition

Jonathan Blundell, Anna Cowper, Jannine Jacobs-Roth, Gemma Jubb, Chris Livesey, Caroline O'Neill, Karen Waterworth and Sue Stoddart-Seller

The second edition is suitable for the Cambridge International AS & A Level Sociology syllabus (9699) for examination from 2021.

Develop global citizens and critical thinkers as you explore the processes shaping current trends - from social media, to the role of the family and religion.

- 'Think like a sociologist' features encourage students to use sociological skills to understand the value of the subject beyond grades and their course
- Exam-style questions and sample answers help your students build familiarity with their examinations, practise their technique and understand how to improve their answers
- The digital teacher's resource contains guidance on developing reading and writing skills, teaching ideas for each chapter, worksheets and PowerPoints, and answers to the coursebook questions

Coursebook	✓ 978-1-108-73981-8
Digital Coursebook (2 years)	✓ 978-1-108-73983-2
Digital Teacher's Resource Access Card	✓ 978-1-108-45803-0



Some components on these pages are endorsed by Cambridge Assessment International Education

*This series has not been through the Cambridge Assessment International Education endorsement process

NEW Cambridge International AS & A Level Global Perspectives and Research

David Towsey

Cambridge International AS & A Level Global Perspectives & Research syllabus (9239) for examination from 2023.

Skills development in the classroom is the key to unlocking a wide variety of versatile careers, education and life choices for your students. Guide your learners along the Global Perspectives Critical Pathway as they advance their 21st century skillsets in areas such as research, reasoning, thinking and communication.

Coursebook with digital access

- Accessible and comprehensive coverage with units dedicated to teaching key skills including deconstruction and collaboration, as well as writing the research report
- A strong practical focus throughout with activities designed to help refine skills including essay writing, time management and forming research questions
- Self and peer assessment opportunities to encourage students to reflect on their own learning
- Support for tracking student skills development with a critical path checklist and advice for developing transferable skills

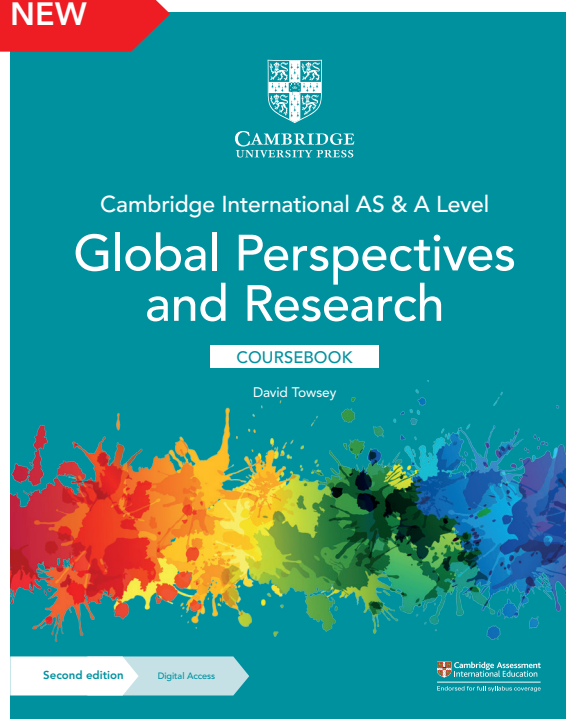
Syllabus support

This new series is designed to support you and your students through the (9239) syllabus. Here are the top three ways in which our resources support you through these updates:

- The syllabus aims, assessment objectives and key terms are explained in chapter one. Key terms and command words are used throughout the coursebook in activities to enable students to practise recognising and using these.
- Increased coverage of the skill of reflection, with regular reflective tasks and self-evaluation checklists to help students build practical experience of reflecting upon individual and group collaboration. Features such as discussion points and group tasks provide support for the increased focus on communication skills in the Team Project presentation.
- Detailed guidance around essay writing and forming a research question with annotated examples to aid explanation has been included. A new section on developing skills for communication in academic writing and annotated examples will help students as they prepare for their essay and research report.

Find out more about how our resources support your students through the new syllabus at [cambridge.org/education](https://www.cambridge.org/education)

NEW



Digital teacher's resource

- Variety of supporting resources including lesson plans, worksheets and guidance around activities, assessment and cross-curricular links
- Overview of the syllabus with a suggested plan for sessions to help you organise your teaching when using the book
- Learning intentions with guidance on success criteria for every lesson ensure your classroom remains focussed
- Suggestions for differentiation, managing feedback and assessment ideas to support every learner
- Common misconception guidance so that you can consider and address any misunderstandings in the classroom

NEW Coursebook with Digital Access (2 years)

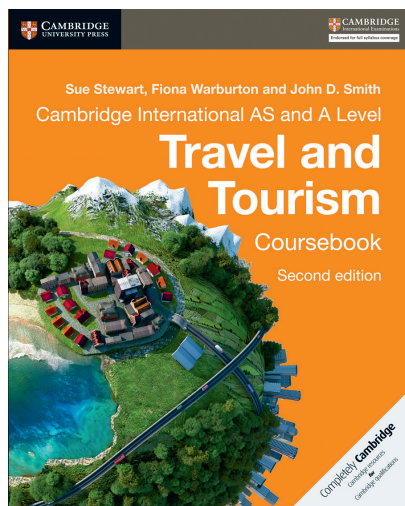
✓ 978-1-108-90915-0

NEW Digital Coursebook (2 years)

✓ 978-1-108-82170-4

NEW Digital Teacher's Resource Access Card

✓ 978-1-108-82168-1



Cambridge International AS and A Level Travel and Tourism

Second edition

Sue Stewart, Fiona Warburton and John D. Smith

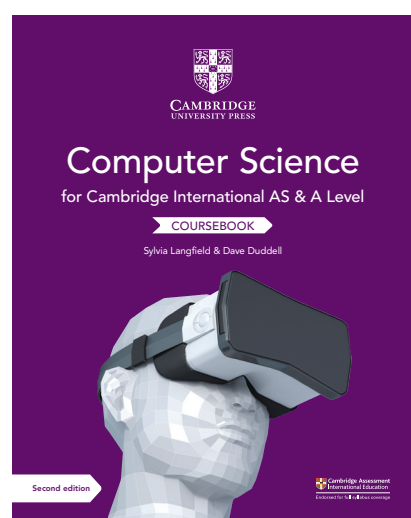
Cambridge International AS & A Level Travel & Tourism syllabus (9395).

Teaching Cambridge International AS & A Level Travel & Tourism?

This is the only book tailored to the syllabus.

- Develops practical and technical skills relevant to the travel and tourism industry, dealing with a range of complex situations and problems
- Assessment tasks at the end of each chapter help students evaluate their own progress and mastery of key concepts
- A free online bank of additional international case studies with questions, suggested responses and exam-style question sample answers are available at cambridge.org/9781316600634

Coursebook	✓ 978-1-316-60063-4
Digital Coursebook (2 years)	✓ 978-1-316-63677-0



Cambridge International AS & A Level Computer Science

Second edition

Dave Duddell and Sylvia Langfield

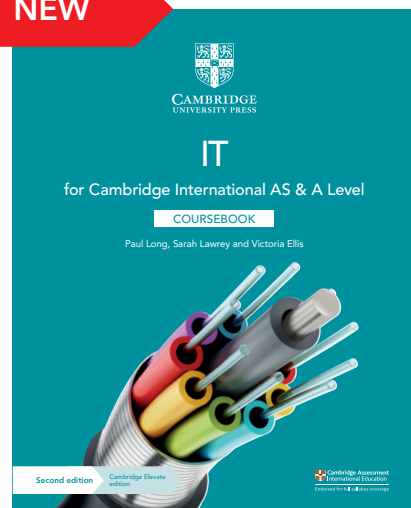
Cambridge International AS & A Level Computer Science syllabus (9618) for examination from 2021.

Get your students learning about everything from simple systems, to designing algorithms and problem solving.

- Provides students with detailed descriptions of concepts, reinforced with examples that outline complex subject matter in a clear way
- Alongside fundamental definitions, higher level programming skills are developed through the explanation of processes and consolidated by practical exam-type questions
- Programming support has been introduced to reflect the replacement of Pascal/Delphi with Java for the new syllabus

Coursebook	✓ 978-1-108-73375-5
Digital Coursebook	✓ 978-1-108-70041-2
Coursebook with Digital Access (2 years)	✓ 978-1-108-56832-6
Digital Teacher's Resource Access Card	✓ 978-1-108-71881-3
Revision Guide	✓ 978-1-108-73732-6

NEW



Cambridge International AS & A Level IT

Second edition

Paul Long, Sarah Lawrey and Victoria Ellis

Cambridge International AS & A Level IT syllabus (9626) for examination from 2022.

- Detailed explanations of concepts supported by examples, activities and highlighted key vocabulary
- Learning objectives, self-assessment, end-of-unit progress checks and reflection features encourage students to keep track of their own progress and develop into independent learners
- Exam-style questions and a practical workbook provide a wealth of opportunities to practise in class and at home

NEW Coursebook with Digital Access	✓ 978-1-108-78247-0
NEW Digital Coursebook	✓ 978-1-108-74932-9
NEW Practical IT Skills Workbook with Digital Access	✓ 978-1-108-78256-2
NEW Digital Teacher's Resource Access Card	✓ 978-1-108-81216-0

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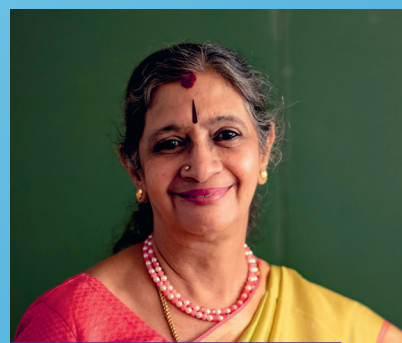
WINNER



Patricia Abril
New Cambridge School,
Colombia



Stanley Manaay
Salvacion National High School,
Philippines



Meera Rangarajan
RBK International Academy,
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Tiffany Cavanagh
Trident College Solwezi,
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Helen Comerford
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Theory of Knowledge for the IB Diploma

Wendy Heydorn, Susan Jesudason
and Richard van de Lagemaat

This series takes your students on a journey to explore 'what is knowledge?' and 'why, and how do we learn?' It helps students flourish as knowers by leading them to make connections across areas of knowledge and themes, as well as helping them understand how Theory of Knowledge (TOK) manifests in day-to-day life.

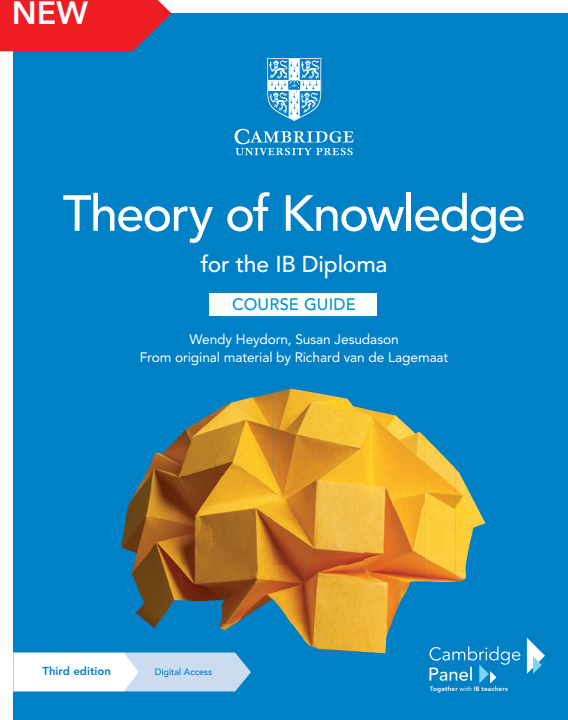
Written by our experienced authors and developed through global insight from TOK teachers around the world and on the Cambridge Panel.

Course guide

- 'Before you start' questions at the beginning of each chapter challenge students' thinking habits and spark discussion before the unit starts
- 'Explore' activities lead your students into the exploration of the TOK core, optional themes and areas of knowledge
- 'Real-life situations' help students see how TOK themes manifest in the world around them
- 'Linking questions' help students make connections across themes and areas of knowledge
- 'Discuss' questions promote debate in the classroom
- 'Reflection' features encourage students to analyse their development as knowers
- ESL learners are supported with clear and concise language including key term pull-outs and explanations
- A dedicated assessment chapter provides students with a wealth of activities that refine the skills needed to excel in the essay and exhibition
- Ethics is integrated in the course as a running thread throughout the content

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NEW

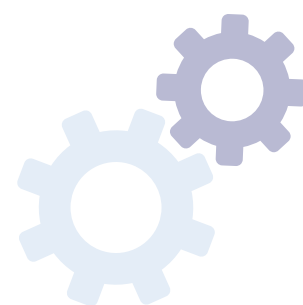
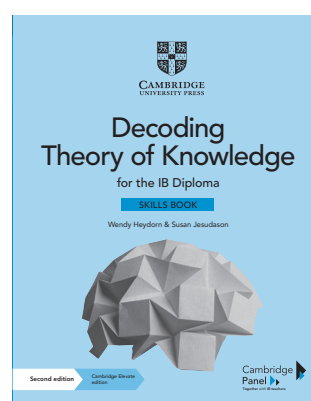


Decoding Theory of Knowledge skills book

This flexible resource supports your knowers in their exploration journey, helping develop critical thinking skills and the ability to make new connections between areas of knowledge. It gives practical advice and plenty of opportunities to unpack and practise the assessment tasks.

Teacher's resource

Written in collaboration with TOK teachers from the Cambridge Panel, this guide provides tried and tested activities that arm you with lesson-planning ideas, an EAL focus, essay-writing support, advice on tackling common misconceptions, activity worksheets and more.



NEW Theory of Knowledge for the IB Diploma Course Guide with Digital Access	978-1-108-86598-2
NEW Digital Theory of Knowledge for the IB Diploma Course Guide (2 years)	978-1-108-79137-3
NEW Decoding Theory of Knowledge for the IB Diploma Skills Book with Digital Access (2 years)	978-1-108-93382-7
NEW Digital Decoding Theory of Knowledge for the IB Diploma Skills Book	978-1-108-92869-4
NEW Digital Teacher's Resource Access Card	978-1-108-82658-7

These pages are from the *Theory of Knowledge for the IB Diploma Course Guide*

'Before you start' questions help kick-start the learning journey and encourage discussion from the very outset.

The 'Real-Life Situation' feature helps students put theory into practice and understand how TOK manifests in life outside the classroom.

THEORY OF KNOWLEDGE FOR THE IB DIPLOMA: COURSE GUIDE

BEFORE YOU START

Analyse each of the following quotations and discuss the questions that follow.

- 1 'It has been said that man is a rational animal. All my life I have been searching for evidence which could support this.' **Bertrand Russell** (1872–1970)
- 2 'It is quite possible – overwhelmingly probable, one might guess – that we will always learn more about human life and human personality from novels than from scientific psychology.' **Noam Chomsky** (1928–)
- 3 'Human behaviour makes most sense when it is explained in terms of beliefs and desires, not in terms of volts and grams.' **Steven Pinker** (1954–)
- 4 'You never change things by fighting against the existing reality. To change something, build a new model that makes the old model obsolete.' **Richard Buckminster Fuller** (1895–1983)
- 5 'I want to make sure that the future we're creating is one that is the best it can be for people around the world, and also one that includes the full range of our talent and our skills – and, you know, gender and ethnicity, geography – to solving the world's problems.' **Max Jemison** (1956–)

For each quotation, consider:

- a Do you agree or disagree with the quotation?
- b What do you think the quotation suggests about the nature and purpose of the human sciences?
- c What is assumed or taken for granted about the human sciences in each quote?
- d Do any of the quotations suggest disagreements about the human sciences?
- e Do you think the quotation could apply to other areas of knowledge? If so, in what ways?

14.1 Introduction

REAL-LIFE SITUATION 14.1

- 1 Can you predict a person's behaviour at home and at school? If there is a difference between their behaviour in the two situations, can you explain why?
- 2 It may be easier to measure a person's height than it is to quantify their happiness, intelligence, personality and moral values. Why might you want to understand, measure and predict these human characteristics? In what ways might the pursuit of this knowledge be problematic?

Since human beings have been able to reflect about themselves and their place in the scheme of things, they have been struck by their own complex and mysterious nature. The human sciences are an attempt to reduce the mystery by studying human behaviour in a systematic way. The human sciences include a range of subjects including geography, economics, sociology, anthropology and psychology. Despite the obvious differences between these subjects, they are all based on observation and experimentation, and seek to understand humans.

KEY WORDS

sociology: the study of the structure and function of society

anthropology (cultural and social): the study of the development of culture and society

psychology: the scientific study of the human mind and behaviour

14 The human sciences

However, there is a significant question arising here regarding the scope and limits of the human sciences. For example, arguments could be put forward for human sciences to include religious knowledge systems, **political science** and history. For the purposes of organising this book and in order to deal with each in sufficient depth, these areas are covered in separate chapters.

KEY WORD

political science: the scientific study of the state, governments, power and political activity

needs intensity

personal development

Physiological needs
Safety needs
Love / belonging
Esteem
Self-actualisation

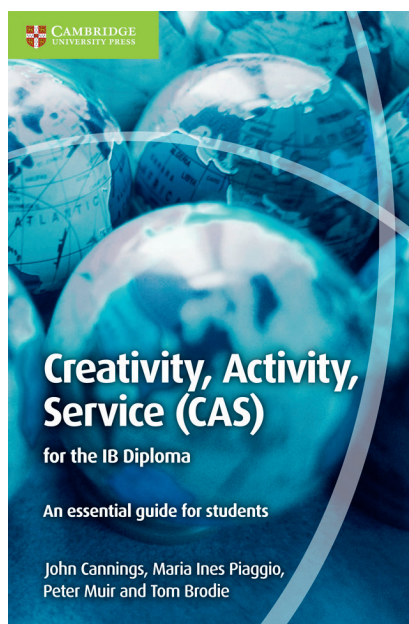
Figure 14.1: Maslow's hierarchy of human needs

Maslow's hierarchy of needs sets out that we are aware of our human potential beyond simply survival – once we have basic material needs met such as food, water and shelter, we can aspire to be creative and have intellectual pursuits, implying that human aspiration is more than just having our material needs met. We have a conscience, we follow ethical norms, we laugh, we cry, we have the capacity for self-reflection and for language. Moreover, we record knowledge and pass it on, we are creative, we have opposable thumbs, we are aware of the past and future and we develop technology. We might think that we are more than just a body and a mind – some people believe that they have a soul which cannot be explained in terms of material processes. Whatever your opinion about this, there are likely to be special challenges in studying human beings in a scientific way.

In Chapter 13, we investigated the scope of the natural sciences, which is to investigate the chemical, biological and physical properties of our natural world and discover the laws that govern them using a rigorous method. The natural sciences can describe the forces affecting a falling object or the structure of a cell, or calculate how reactive a metal is. By contrast, the human sciences set out to understand, explain and predict human behaviour. The fact that humans are the subject of the human sciences makes the human sciences different to the natural sciences. The human sciences are called sciences because, to some extent, they use a scientific method, including use of data in order to establish models, principles or laws. They identify general trends of human

Brand new full colour design with visual stimuli engages students further.

Key terms and words are highlighted and explained throughout, with a glossary at the end of the book to further build students' vocabulary.



Creativity, Activity, Service (CAS) for the IB Diploma

An essential guide for students

John Cannings, Maria Ines Piaggio, Peter Muir and Tom Brodie

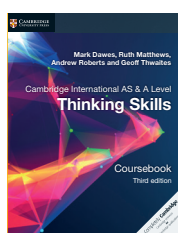
Student guide

- With the digital edition, videos show CAS Coordinators talking about how to plan a successful CAS project, as well as CAS students providing their insight into the course
- The course helps students with everything from planning to time management
- As well as students, the resource is also helpful for CAS Coordinators and those involved in planning student CAS projects in their school

Coursebook	978-1-107-56034-5
Digital Coursebook (2 years)	978-1-107-56038-3

Also see

Cambridge International AS & A Level Thinking Skills
Turn to page 80 >



Introducing the IB Diploma Programme
978-1-107-60628-9



English A: Language and Literature for the IB Diploma

Second edition

Brad Philpot,
David McIntyre and Tim Pruzinsky

This best-selling series has been fully revised and updated for the new syllabus for first examination from 2021.

Coursebook

- The entire course consists of activities for student engagement, from individual moments of reflection to group discussions
- The coursebook is clearly organised into three sections – text types, global issues and assessment – helping you to focus lessons on specific aspects of the course
- The first section defines and explores a range of literary and non-literary text types, such as street art, graphic novels and poetry
- The 'Global issues' section integrates all three areas of exploration (readers, writers and texts; time and space; intertextuality)
- Higher Level extension activities in each unit of the coursebook help prepare for higher level essay writing
- The final section of the coursebook includes specimens and samples of Paper 1, Paper 2, the individual oral and the Higher Level essay to help students prepare for assessment
- The new key concepts and guiding questions are integrated throughout the coursebook, giving you a clear pathway through the syllabus
- Curated video links in both the coursebook and teacher's resource suggest suitable videos
- The coursebook is full of ideas to help students build a learner portfolio

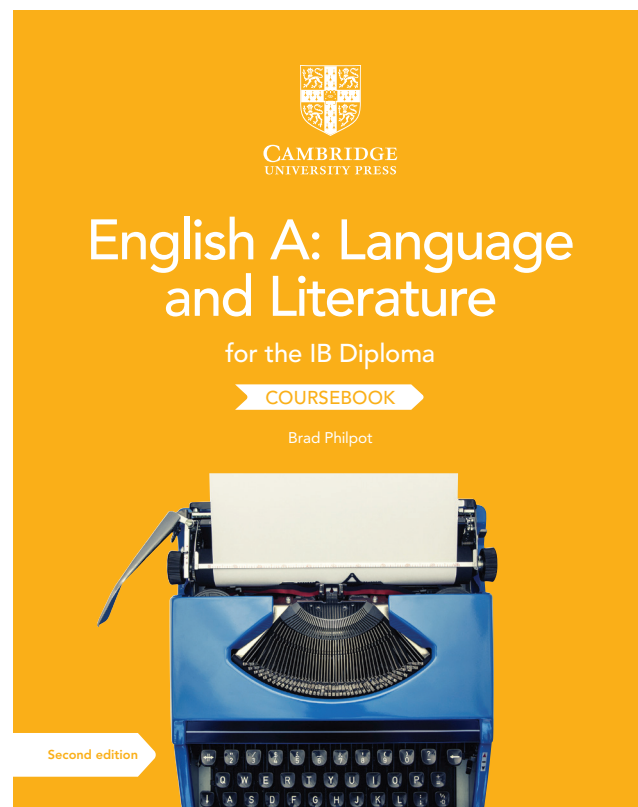
Teacher's resource

- The new digital teacher's resource gives you plenty of support, including schemes of work to help with midterm planning
- Contains PowerPoint presentations and photocopiable worksheets for ready-made class materials
- Teacher development essays help you with differentiation and text selection

This digital teacher's resource is available on the Cambridge GO platform.



Coursebook	978-1-108-70493-9
Digital Coursebook (2 years)	978-1-108-70494-6
Digital Teacher's Resource Access Card	978-1-108-72452-4
NEW Exam Preparation and Practice	978-1-108-70496-0



NEW

Exam preparation and practice

New resource to give students confidence in approaching assessment:

- Includes an introduction to assessment
- Graded sample responses with examiner comments (includes audio)
- Two full practice tests
- Assessment for learning approach

Author snapshot

Brad Philpot is an experienced English as a first and second language teacher, consultant, textbook author, workshop leader and examiner and has organised professional development opportunities for thousands of teachers around the world (Philpot Education).



Do you have questions about teaching English A: Language and Literature?

Brad's here to help in our set of videos:
**[cambridge.org/education/
brad-philpot-videos](https://cambridge.org/education/brad-philpot-videos)**

English B for the IB Diploma

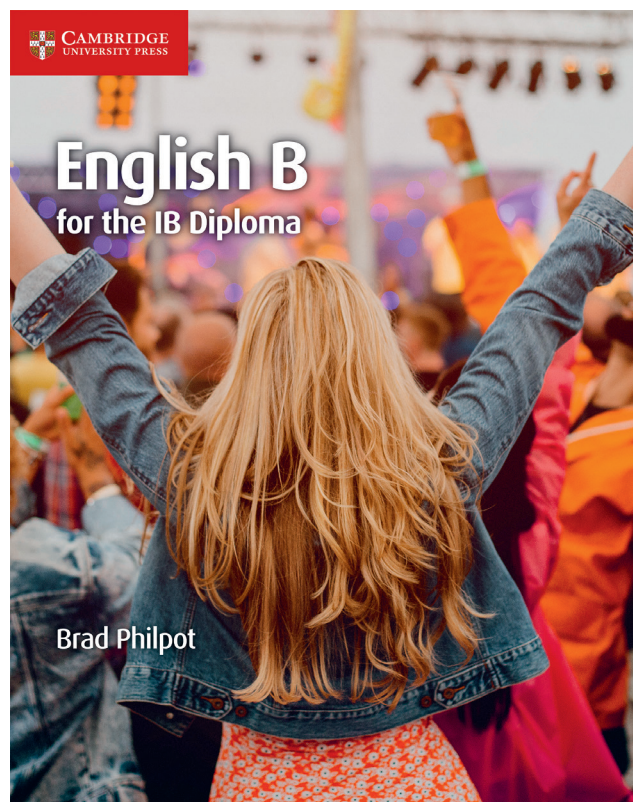
Second edition

Brad Philpot

Anne Farrell

Explore the five themes – Identities, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet – with a course that provides a clear pathway through the syllabus.

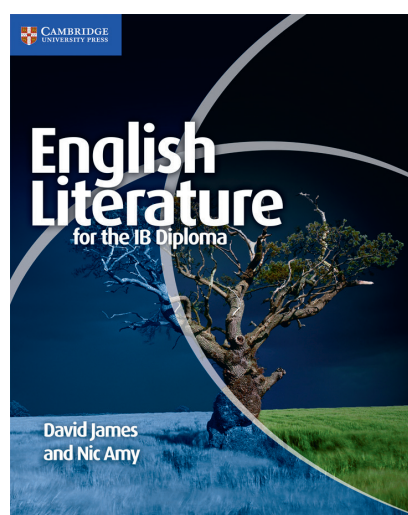
- Assessment and text type chapters help students prepare for their examinations through techniques such as scaffolded writing
- From science to health and beauty, topics are authentic and relevant to teenagers globally
- Clear unit objectives help you stay on track, with integrated exam tips and approaches to teaching and learning features throughout
- Audio helps develop listening skills and features a range of international English speakers talking about topics from each of the themes
- Links to online video resources introduce each unit and help initiate discussion
- The teacher's resource provides photocopiable resources, such as classroom worksheets, suggestions for homework, guidance on teaching strategies, online editable schemes of work and the answer key



“
The essence of this coursebook is that it is rich, providing you with masses of materials to support your English B programme.”

David Ripley, InThinking website www.thinkib.net

Coursebook	978-1-108-43481-2
Digital Coursebook (2 years)	978-1-108-43478-2
Teacher's Book	978-1-108-43480-5



English Literature for the IB Diploma

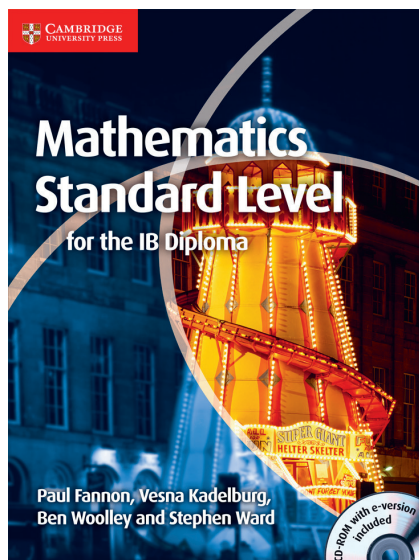
David James and Nic Amy

Explore English literature from around the world with modern genres like magical realism, to classics from Shakespeare and Dickens.

- Activities help students strengthen key skills, including academic writing and presenting ideas
- Annotated texts highlight key features and author techniques
- Timed essay boxes provide excellent preparation for writing under exam conditions
- Higher Level (HL) extension activities provide differentiated material for HL students

Coursebook	978-1-107-40223-2
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IB Mathematics Standard Level

Coursebook with CD-ROM	978-1-107-61306-5
Solutions Manual	978-1-107-57924-8
Digital Solutions Manual (2 years)	978-1-107-57926-2
Exam Preparation Guide	978-1-107-65315-3

Mathematics Standard and Higher Level for the IB Diploma

Paul Fannon, Vesna Kadelburg, Ben Woolley and Stephen Ward

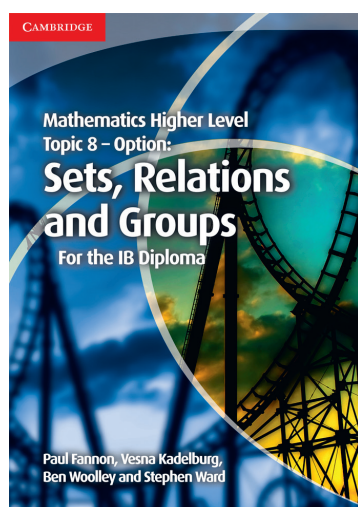
These highly illustrated coursebooks cover the IB Standard and Higher syllabuses.

- Colour-coded exercises according to grade help you assess students' progress through the syllabus
- Mixed exam practice at the end of each chapter help encourage cumulative learning
- The accompanying CD-ROM contains calculator skills sheets, extension worksheets, supplementary sheets and fill-in proofs, providing support for students of varying learning backgrounds
- Option Topics available on the Higher Level CD-ROM
- Fully worked solutions manuals for all of the colour-coded examination-style questions

IB Mathematics Higher Level

Coursebook with CD-ROM	978-1-107-66173-8
Solutions Manual	978-1-107-57937-8
Digital Solutions Manual (2 years)	978-1-107-57940-8
Exam Preparation Guide	978-1-107-67215-4

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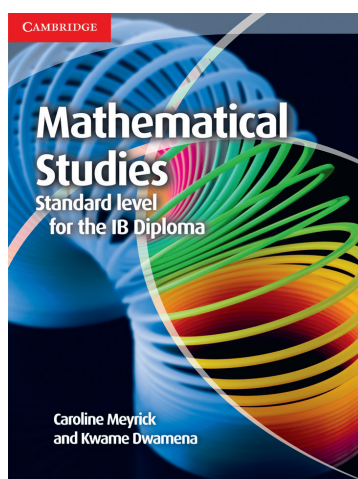
Mathematics Higher Level for the IB Diploma: Option Topics

Paul Fannon, Vesna Kadelburg, Ben Woolley and Stephen Ward

These highly illustrated books cover Topics 7–10 of the IB Diploma Higher Level Mathematics syllabus.

- Contains worked examples, exam-style questions, exam hints and tips and calculator skills sheets
- Features a dedicated chapter exclusively for mixed examination
- The progressive approach encourages cumulative learning
- Available to purchase separately

For more information please visit [cambridge.org/education/maths](https://www.cambridge.org/education/maths)



Mathematical Studies for the IB Diploma

Caroline Meyrick and Kwame Dwamena

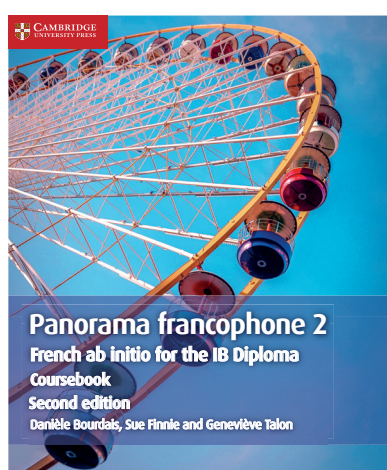
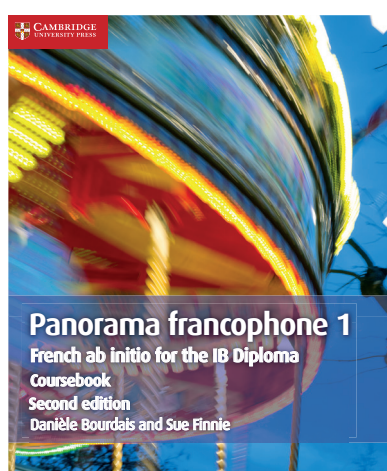
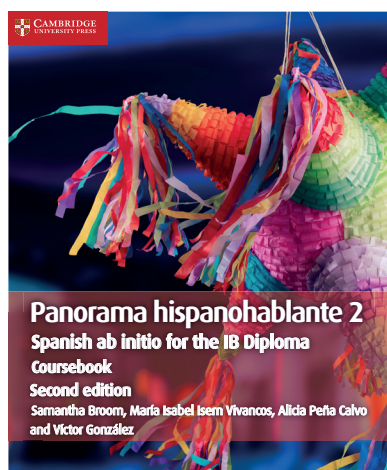
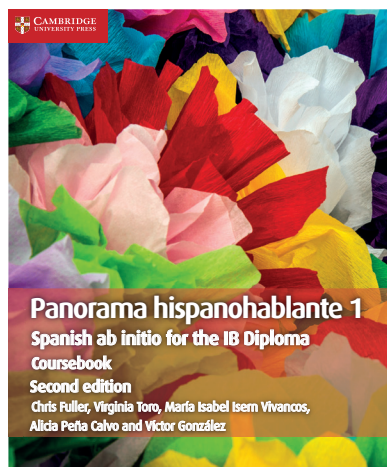
This course focuses on student understanding of fundamental concepts; giving emphasis to developing students' mathematical reasoning.

- The significance of mathematics for modelling and practical applications demonstrates how mathematics is relevant to the real world
- Features exam hints and tips to prepare students for their examinations, as well as TOK issues, cross-curricular support and critical thinking issues
- Worked examples of stage-by-stage written solutions show typical working and thought processes

For more information please visit [cambridge.org/education/maths](https://www.cambridge.org/education/maths)

The syllabus has changed for first teaching from September 2019.

We have produced mapping documents which align our current series to the new syllabus, so you can continue to use the books you love. See [cambridge.org/ibdiploma](https://www.cambridge.org/ibdiploma) for more details.



Spanish *ab initio* course

Panorama hispanohablante 1 & 2

Second edition

Chris Fuller, Virginia Toro, María Isabel Isern Vivancos, Alicia Peña Calvo, Samantha Broom and Víctor González

This new edition supports the IB Diploma Language *ab initio* guide for first examination from 2020.

Designed to guide students through the courses for the IB Diploma programme.

- Contains material designed to engage older teenage learners, with topics from high school life, to society and technology
- Covers key IB texts, themes and all elements of the examination, with TOK and CAS integrated into the learning
- Created by a team of experienced authors of language resources in collaboration with IB *ab initio* examiners
- Encourages practising the language in context through activities that cover all aspects of language acquisition: listening, speaking, reading and writing
- Improved workbook with extra grammar and vocabulary practice

Panorama hispanohablante 1

Panorama hispanohablante 1: Coursebook	978-1-108-70487-8
Panorama hispanohablante 1: Digital Coursebook	978-1-108-70488-5
Panorama hispanohablante 1: Workbook	978-1-108-70490-8
Panorama hispanohablante 1: Teacher's Resource with Digital Access	978-1-108-64980-3

Panorama hispanohablante 2

Panorama hispanohablante 2: Coursebook	978-1-108-72032-8
Panorama hispanohablante 2: Digital Coursebook	978-1-108-72033-5
Panorama hispanohablante 2: Workbook	978-1-108-72035-9
Panorama hispanohablante 2: Teacher's Resource with Digital Access	978-1-108-76691-3

French *ab initio* course

Panorama francophone 1 & 2

Second edition

Danièle Bourdais, Sue Finnie, Geneviève Talon and Irène Hawkes

This new edition supports the IB Diploma Language *ab initio* guide for first examination from 2020.

Panorama francophone 1

Panorama francophone 1: Coursebook	978-1-108-46725-4
Panorama francophone 1: Digital Coursebook	978-1-108-72824-9
Panorama francophone 1: Workbook	978-1-108-46724-7
Panorama francophone 1: Teacher's Resource with Digital Access	978-1-108-61046-9

Panorama francophone 2

Panorama francophone 2: Coursebook	978-1-108-70734-3
Panorama francophone 2: Digital Coursebook	978-1-108-70736-7
Panorama francophone 2: Workbook	978-1-108-70737-4
Panorama francophone 2: Teacher's Resource with Digital Access	978-1-108-77478-9



Le monde en français French B course for the IB Diploma

Second edition

Ann Abrioux, Pascale Chrétien and
Nathalie Fayaud



Mañana Spanish B course for the IB Diploma

Second edition

Rosa Parra Contreras, Marina Durañona
and Carlos Valentini

Languages B for the IB Diploma

Second editions

These new editions support the IB Diploma Language B guide for examination from 2020.

As students explore thought-provoking materials within the themes and topics of the new guide, they develop well-rounded language skills and solid critical thinking, helping them succeed in their examination and unlock opportunities in the real world.

- Big questions at the start of each unit introduce important world issues and ensure students' learning reflects the mission of the IB Diploma – 'to create a better world through education'
- Listening activities in each unit help students practise this essential skill and prepare them for the new assessment
- Sections on literature give Higher Level students the opportunity to practise for their individual oral exam
- Activities in the style of the exam give students the opportunity to develop their language skills while preparing for the new assessment
- Links to TOK, EE and CAS help students make connections with the IB Diploma Core
- Conceptual Understanding and Approaches to Learning are fully integrated into the coursebook, encouraging students to improve these skills
- A specific section on text types, updated to conform to the new guide, helps students master different types of text



Deutsch im Einsatz German B course for the IB Diploma

Second edition

Sophie Duncker, Alan Marshall, Conny Brock
and Katrin Fox

These pages are from the *Deutsch im Einsatz – German B for the IB Diploma Coursebook*

All language skills covered to provide well-rounded linguistic development.

2 Erfahrungen

2 Textverständnis

In diesem Artikel lesen Sie nun mehr darüber, was verschiedene Deutsche zum Thema Essen in ihrem Land denken und sagen.

WAS IST TYPISCH DEUTSCHES ESSEN?

Der deutschen Küche hängt schon seit langer Zeit der Ruf an, besonders schwer im Magen zu liegen. Was ist denn nun eigentlich heutzutage typisch deutsches Essen? Dreht sich alles nur um die Wurst? Oder etwa nicht? Wir haben verschiedene Personen aus Deutschland zu diesem Thema befragt.

Marianne und Oskar:
Dazu gehören für uns als Brandenburger deftiger Eintopf und verschiedene Kartoffelgerichte. Fleisch, Würste und Sauerkraut sind hierzulande ungemein beliebt, aber auch der internationalen Küche, zum Beispiel der Italienschen, sind die Deutschen nicht abgeneigt.

Johannes:
Das Klischee von Kartoffeln und Würsten ist doch längst überholt. Deutschland ist ein Multikulti-Land und so sieht's auch beim Essen aus. Typisch deutsch ist deshalb für mich der Döner Kebab, den es an jeder Straßenecke gibt, denn die türkische Küche ist aus der deutschen gar nicht mehr wegzudenken.

Thomas:
Das deutsche Essen ist auf keinen Fall einheitlich, sondern in jeder Region anders. Im Norden isst man wegen der geografischen Lage viele Fischgerichte, aber im Süden, vor allem in Bayern, wo ich lebe, kommt man an Weißwurst und Schweinshaxe nicht vorbei. Am besten schmeckt es heruntergeschpült mit Bier.

Angela:
Ich liebe besonders die deutsche Tradition von Kaffee und Kuchen. Am Nachmittag essen wir leckere Kuchen wie Streuselkuchen, Bienenstich, Käsekuchen, die frisch vom Bäcker kommen, mit einer Tasse Kaffee oder Kakao. Manchmal gehe ich auch in schicke Konditoreien, wo es köstliche Sahnetorten und Feingebäck gibt und man nach Herzenslust schlafen kann.

Felix:
Currywurst mit Pommes, definitiv. Gerade hier in Berlin hat die Wurst Kultstatus. Ich bin oft unterwegs, deswegen esse ich alles, was schnell geht: Burger, Pizza, belegte Brötchen, Frikadellen und Hähnchen.

Arbeitsbuch 4 Wortschatz – kulinarische Spezialitäten und ihre Regionen

Einheit 2.2 Eine kulinarische Reise

Wer sagt was? Ordnen Sie den befragten Personen die richtige Aussage zu.

- Marianne und Oskar ☐ A Deutsches Essen ist sehr vielfältig.
- Johannes ☐ B Es gewohnheiten werden dem Lebensstil angepasst.
- Thomas ☐ C Ausländische Einflüsse haben die deutsche Küche bereichert.
- Angela ☐ D Internationale Gerichte werden bevorzugt.
- Felix ☐ E Heiratsleute traditionelle Gerichte werden bevorzugt.
- Es gibt weitere deutsche kulinarische Bräute jenseits von Fleisch und Würsten.

3 Schriftliche Übung

An Ihrer Schule gibt es mehrere Schüler aus Deutschland. Verfassen Sie für die nächste Ausgabe ein Interview mit Ihren deutschen Freunden über typisch deutsches Essen. Sie könnten u. a. die folgenden Fragen stellen: Was essen die Deutschen wirklich? Warum? Inwiefern stimmen die Klischees von Wurst und Bier? Welche Gerichte sind in bestimmten Regionen Deutschlands beliebt? Benutzen Sie die Checkliste für ein Interview aus Kapitel 6. Sie sollen für SL 250–400 Wörter und für HL 450–600 Wörter schreiben.

TIPP FÜR DIE PRÜFUNG

Verwenden Sie umgangssprachliche Redewendungen, um authentischer zu klingen und eine bessere Note zu bekommen. Vergessen Sie nicht, dass Sie in der Prüfung mit Paper 2 zeigen müssen, wie gut Sie die deutsche Sprache beherrschen – dazu gehören ein umfangreiches Vokabular, komplexe Satzstrukturen und eben auch Umgangssprache.

Arbeitsbuch 2 Schriftliche Übungen

CAS, TOK and EE integrated into the activities to establish links with the IB Core.

Links to the workbook for easy reference and extra practice.

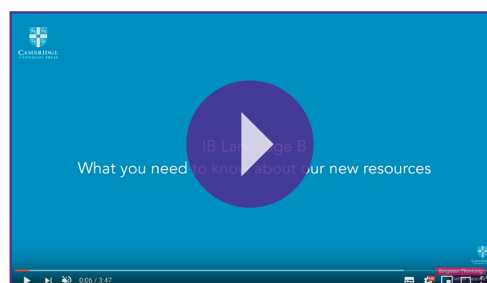
Authentic texts engage students with the target language cultures.

Exam tips to help students succeed in their examination.

The layout of the book is very good, it's straightforward and self explanatory. The students can work independently on the task and follow up what is needed.

Gul Uyar, Language Teacher, AISR (American International School of Rotterdam)

In this short video, author Alan Marshall takes us through the core components of the Languages B resources for the IB Diploma and how these are geared to set your language learners up for success.



MAÑANA - SPANISH B COURSE

Coursebook	978-1-108-44059-2
Digital Coursebook (2 years)	978-1-108-46924-1
Workbook	978-1-108-44062-2
Teacher's Resource with Digital Access	978-1-108-34095-3

LE MONDE EN FRANÇAIS - FRENCH B COURSE

Coursebook	978-1-108-44054-7
Digital Coursebook (2 years)	978-1-108-46925-8
Workbook	978-1-108-44056-1
Teacher's Resource with Digital Access	978-1-108-34087-8

DEUTSCH IM EINSATZ - GERMAN B COURSE

Coursebook	978-1-108-44045-5
Digital Coursebook (2 years)	978-1-108-46422-2
Workbook	978-1-108-44046-2
Teacher's Resource with Digital Access	978-1-108-33927-8

History for the IB Diploma Papers 1 and 2

Second edition

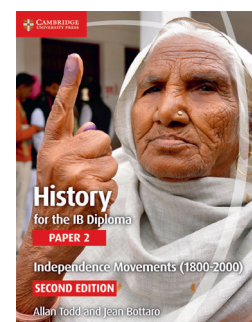
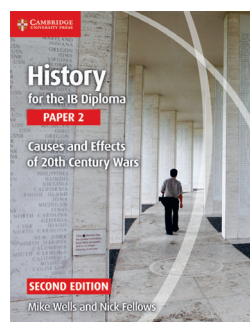
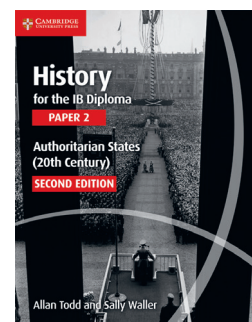
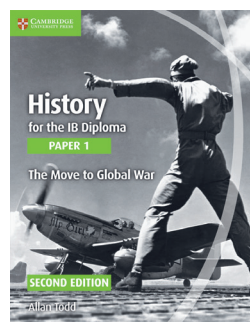
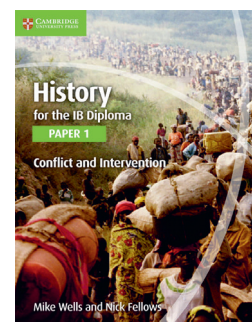
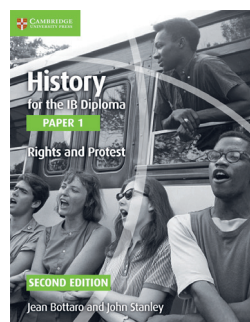
Series Editor: Allan Todd

IB Diploma History syllabus for examination from 2017.

- The titles are source-led and encourage the development of investigative, interpretive and analytical skills, which help your learners become independent thinkers
- Relevant links to TOK and Key Concepts in the syllabus encourage reflective discussion and help students integrate these concepts into their wider learning
- Activities foster an exploratory and inquiring approach, and exam-style questions help prepare students for assessment
- The series covers topics from the Standard and Higher Level options

Paper 1: History for the IB Diploma, Paper 1 includes a choice from three coursebooks that each cover a 20th century topic from the syllabus: *The Move to Global War* (Japanese and German/Italian expansion), *Rights and Protest* (US Civil Rights and Apartheid) and *Conflict and Intervention* (Rwanda and Kosovo).

Paper 2: History for the IB Diploma, Paper 2 includes a choice from five coursebooks that each cover a 20th century topic from the syllabus: *Independence Movements (1800–2000)*, *Evolution and Development of Democratic States (1848–2000)*, *Authoritarian States (20th Century)*, *Causes and Effects of 20th Century Wars* and *The Cold War: Superpower Tensions and Rivalries*.



Paper 1 (Choose 1)

Rights and Protest	978-1-107-55638-6
Conflict and Intervention	978-1-107-56096-3
The Move to Global War	978-1-107-55628-7

Paper 2 (Choose 2)

Authoritarian States (20th Century)	978-1-107-55889-2
Evolution and Development of Democratic States (1848–2000)	978-1-107-55635-5
The Cold War: Superpower Tensions and Rivalries	978-1-107-55632-4
Causes and Effects of 20th Century Wars	978-1-107-56086-4
Independence Movements (1800–2000)	978-1-107-55623-2

Digital titles

Digital Rights and Protest (2 years)	978-1-108-40043-5
Digital Conflict and Intervention (2 years)	978-1-108-40042-8
Digital The Move to Global War (2 years)	978-1-108-40046-6
Digital Authoritarian States (20th Century) (2 years)	978-1-108-40052-7
Digital Evolution and Development of Democratic States (1848–2000) (2 years)	978-1-108-40050-3
Digital The Cold War: Superpower Tensions and Rivalries (2 years)	978-1-108-40056-5
Digital Causes and Effects of 20th Century Wars (2 years)	978-1-108-40047-3
Digital Independence Movements (1800–2000) (2 years)	978-1-108-40054-1

History for the IB Diploma Paper 3

Series Editor: Allan Todd

IB Diploma History syllabus for examination from 2017.

With resources for the history of the Americas, Europe, Asia and Oceania you have the widest topic choice for Paper 3.

- Provides historical accounts, along with detailed explanations and analysis
- Includes key questions that develop the necessary understanding and skills
- An emphasis on historical debates prepares students for the in-depth Extended Essay required in the Paper 3 examination
- TOK links stimulate thought and discussion
- Dedicated activities help integrate the new Key Concepts into your students' learning
- Clear essay-writing and exam guidance
- Covers selected topics from the Higher Level options in the updated IB History syllabus



Paper 3 (Choose 3 from one region)

History of the Americas	
The Great Depression and the Americas (mid 1920s-1939)	978-1-316-50371-3
Political Developments in the United States (1945-1980) and Canada (1945-1982)	978-1-316-50373-7
The Cold War and the Americas (1945-1981)	978-1-316-50375-1
Civil Rights and Social Movements in the Americas Post-1945	978-1-316-60596-7
History of Asia and Oceania	
Nationalism and Independence in India (1919-1964)	978-1-316-50648-6
The People's Republic of China (1949-2005)	978-1-316-50377-5
Impact of the World Wars on South-East Asia	978-1-108-40692-5
History of Europe	
The Soviet Union and Post-Soviet Russia (1924-2000)	978-1-316-50369-0
Imperial Russia, Revolution and the Establishment of the Soviet Union (1855-1924)	978-1-316-50366-9
European States in the Interwar Years (1918-1939)	978-1-316-50646-2
Italy (1815-1871) and Germany (1815-1890)	978-1-316-50363-8

Digital titles

Digital The Great Depression and the Americas (mid 1920s-1939) (2 years)	978-1-108-40061-9
Digital Political Developments in the United States (1945-1980) and Canada (1945-1982) (2 years)	978-1-108-40062-6
Digital The Cold War and the Americas (1945-1981) (2 years)	978-1-108-40041-1
Digital Civil Rights and Social Movements in the Americas Post-1945 (2 years)	978-1-108-40063-3
Digital Nationalism and Independence in India (1919-1964) (2 years)	978-1-108-40064-0
Digital The People's Republic of China (1949-2005) (2 years)	978-1-108-40065-7
Digital Impact of the World Wars on South-East Asia (2 years)	978-1-108-40694-9
Digital The Soviet Union and post-Soviet Russia (1924-2000) (2 years)	978-1-108-40060-2
Digital Imperial Russia, Revolution and the Establishment of the Soviet Union (1855-1924)	978-1-108-40058-9
Digital European States in the Interwar Years (1918-1939) (2 years)	978-1-108-40059-6
Digital Italy (1815-1871) and Germany (1815-1890) (2 years)	978-1-108-40057-2

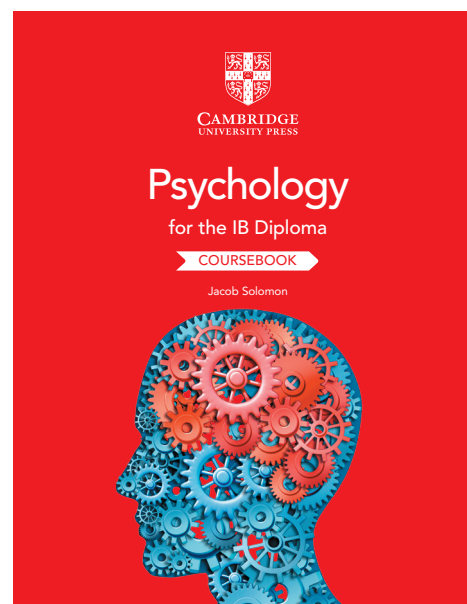
Psychology for the IB Diploma

Jacob Solomon

IB Diploma Psychology syllabus for examination from 2019.

Delve into human behaviour by studying real cases. Through studies of famous psychologists, students learn about the diversity of human behaviour and the factors that influence our decisions.

- The 'Newsflash' feature gives real-life examples of psychology, so students see how the subject relates to the world around them
- International case studies and concise definitions of important concepts make this an ideal resource for learners whose first language is not English
- Exam-style questions at the end of every chapter help students prepare for assessment
- The coursebook covers both Standard and Higher Level content
- Suggested answers to the coursebook questions are at the back of the book so students can study in their own time



Coursebook	978-1-316-64080-7
Digital Coursebook (2 years)	978-1-316-64082-1

Download teacher support materials at ibdiploma.cambridge.org

Business Management for the IB Diploma

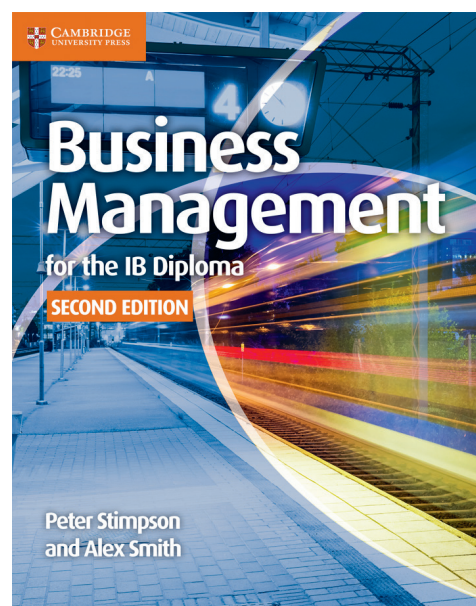
Second edition

Peter Stimpson and Alex Smith

IB Diploma Business Management syllabus for examination from 2016.

Help your students think critically, make ethically sound decisions and think strategically with *Business Management for the IB Diploma*.

- Includes IB Learner Profile research tasks, Key Concept extended questions and TOK activities
- Contains exam-style practice questions and a dedicated chapter on assessment and exam techniques
- Updated case studies prompt group discussion and critical thinking opportunities



Would you like help with revision for your class?

Look out for our new *Exam Preparation Guide*.

Coursebook	978-1-107-46437-7
Digital Coursebook (2 years)	978-1-107-54929-6
Exam Preparation Guide	978-1-316-63573-5

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“

We like it so much we have aligned all of our schemes of work to include readings and activities from each topic... It combines clarity, readability and core IB Business Management knowledge very effectively, and has great case study questions to get the student thinking. As a nice touch, the authors have also included revision questions targeting Core revision knowledge this time around.

David Burton, IB Business Studies Teacher and founder of www.businessmanagementib.com

Economics for the IB Diploma

Ellie Tragakes

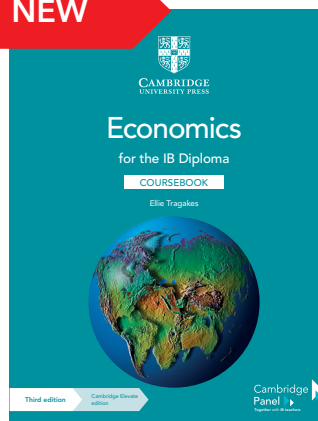
Your students will develop a solid understanding of economic theory and how it manifests in the real world. In addition to helping students obtain the best results, it encourages them to become internationally minded citizens and develops core problem-solving skills.

Written by an experienced author and examiner, and developed through global insight from IB Economics teachers around the world and on the Cambridge Panel.

Coursebook

- 'Before you start' questions at the beginning of each chapter challenge students' opinions around key economic themes and spark discussion before the unit starts
- 'Learning objectives' link to the assessment objectives in the guide, helping students know exactly what they need to focus on in each section
- 'Real world focus' activities link economic theory to real-life international events and include 'Applying your skills' questions
- ESL learners are supported through clear and concise language, with key points and vocabulary highlighted throughout and reviewed in the glossary

NEW



- Links to TOK encourage students to explore economics topics from different perspectives
- 'Inquiry' and 'reflection' activities at the end of each chapter get students reviewing their own learning
- At the end of each chapter, links to exam-style papers on Cambridge GO give extensive practice for the new assessment tasks so your students can be fully prepared for exam success

Teacher's resource

This wide ranging guide offers support for exam preparation and practice as well as answers to questions and activities from the coursebook. Detailed teaching notes for each chapter include guidance around learning and assessment objectives, suggested activities, support for EAL and details of subject specific vocabulary. Powerpoint slides featuring diagrams from the book are also available to use within teaching.

These pages are from the Economics for the IB Diploma Coursebook

Brand new full colour design, to help engage students with the content.

'Before you start' questions help kick-start the learning journey and encourage discussion from the very outset.



15.1 Arguments for and against trade protection

LEARNING OBJECTIVES

After studying this section you will be able to:

- define all the terms appearing in orange bold in the text (AO1)
- explain and provide examples of arguments in favour of trade protection (AO2)
- explain and provide examples of arguments against trade protection (AO2)
- evaluate free trade versus trade protection, referring to the following: (AO3)
 - the arguments in favour of and against trade protection discussed in this section
 - the benefits of trade discussed in Chapter 14, Section 14.1
 - the advantages and disadvantages of the various trade protection measures discussed in Chapter 14, Section 14.3

Arguments for trade protection

In Chapter 14 we examined a variety of measures that governments use to create barriers to international trade. These barriers create some winners and some losers, but in all cases result in inefficiency in production and global resource misallocation. Why, then, do governments around the world continue to use trade protectionist policies?

Arguments that economists justify under certain conditions

These are arguments that may have validity under certain conditions. Their validity may depend on non-economic considerations, or on the expectation that longer-term economic benefits of trade protection are greater than short-term economic costs.

Key terms and words are highlighted and explained throughout, with a glossary at the end of the book to further build students' vocabulary.

Infant industry argument

An **infant industry** is a new domestic industry that has not had time to establish itself and achieve efficiencies in production, and may therefore be unable to compete with more 'mature' competitor firms from abroad. Mature foreign firms, operating with lower costs of production, are able to sell at lower prices; domestic firms, being unable to compete, are unable to grow and may be forced to shut down. This argument rests on the principle of economies of scale, according to which a firm achieves lower average costs as it grows in size and produces more output. Therefore, a new firm with high costs of production that has not yet grown in size may need protection from imports until it grows to a size where protection is no longer needed.

This argument was first used in 1791 by Alexander Hamilton, the first US Secretary of the Treasury, to introduce tariffs to protect US industry and promote economic growth. Today it is used mainly for developing countries trying to expand their production into new areas and industries. Economists consider it to be one of the strongest arguments in favour of trade protection with a theoretical justification. It is justified on the grounds that a country may have a comparative advantage in the production of a particular industrial good, but cannot specialise in it unless it first receives some protection. However, the protection offered to infant industries must be temporary. Over a longer period, once the industry matures, the protection must be eliminated and the industry must compete in global markets under conditions of free trade.

In spite of its strong theoretical justification, there are some dangers in the infant industry argument. One is that it may be difficult for governments to know which particular industries have the potential to become low cost producers. Another is that once the selection of an industry is made, industries protected from competition may not have a strong incentive to become efficient. A third is that governments may continue to protect an industry even long after it has matured and is no longer an infant.

National security

According to this argument, certain industries are essential for national defence (such as aircraft, weapons, chemicals, certain minerals), and should be protected so that a country can produce them itself. In times of war or a national emergency, a country should not have to depend on imports for its defence. Moreover, there may be dangers in having 'unfriendly' nations specialise in weapons production.

Clear learning objectives provide a direct link to the assessment objectives of the new syllabus.

NEW Coursebook with Digital Access (2 years)

978-1-108-84706-3

NEW Digital Coursebook (2 years)

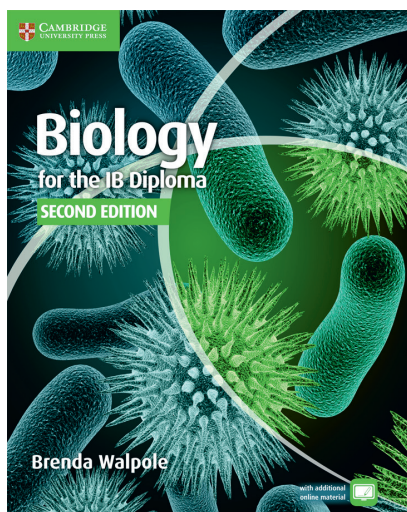
978-1-108-81065-4

NEW Digital Teacher's Resource Access Card

978-1-108-95851-6

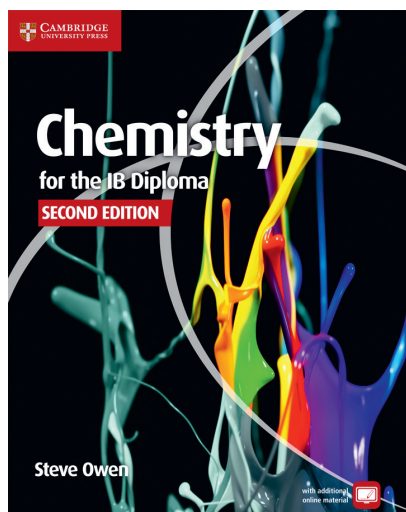
Cambridge
Panel

Together with IB teachers



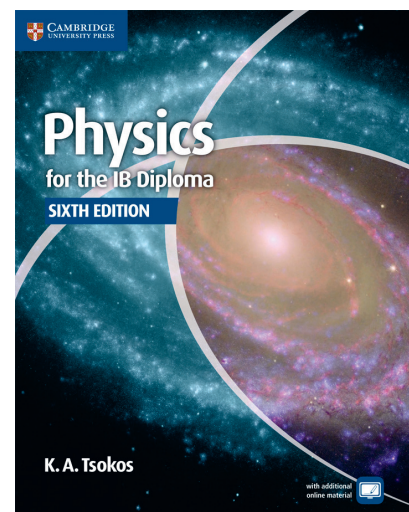
Biology for the IB Diploma

Brenda Walpole, Ashby Merson-Davies, Leighton Dann, Peter Hoebe and Mark Headlee



Chemistry for the IB Diploma

Steve Owen, Peter Hoebe and Mark Headlee



Physics for the IB Diploma

K. A. Tsokos, Peter Hoebe and Mark Headlee

Coursebooks

- Full coverage of all Option Topics available online
- Features a new chapter dedicated to the Nature of Science material in the new syllabuses
- Includes clear links to Theory of Knowledge and international-mindedness
- Strong emphasis on practical skills throughout
- Teacher support available online, including teaching ideas, practical worksheets and guidance for the internal and external assessments
- Exam preparation supported with plenty of sample exam questions, online test questions and exam tips

The book is of high quality, with proper information in it for the exams. There are also some questions on each topic, which are useful.

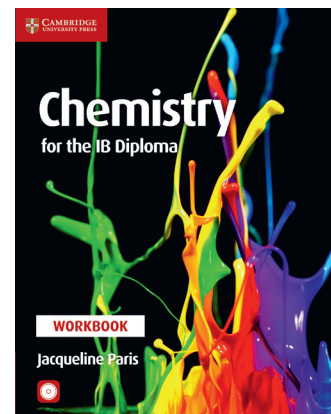
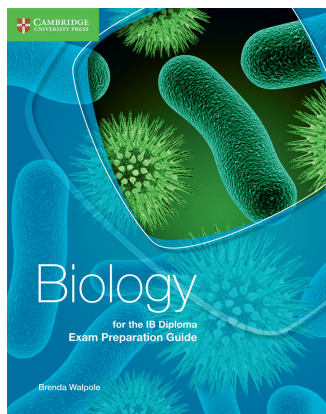
5 star Amazon review for the Chemistry for the IB Diploma Exam Preparation Guide

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Biology Coursebook with Digital Access (2 years)	978-1-316-63767-8
Digital Biology Coursebook (2 years)	978-1-107-53779-8
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Physics Coursebook	978-1-107-62819-9
Physics Coursebook with Digital Access (2 years)	978-1-316-63777-7
Digital Physics Coursebook (2 years)	978-1-107-53787-3

Download teacher support materials at ibdiploma.cambridge.org

Workbooks

- The workbooks are perfect for giving your students more practice – lots of questions and checklists allow them to monitor their own progress and understanding
- They complement the coursebooks and help students hone the necessary skills of handling data, evaluating information and problem solving, through a varied selection of brand-new formative exercises and exam-style questions
- Answers to the questions are provided on the accompanying CD-ROM



Exam preparation guides

- The exam preparation guides combine subject knowledge with exam preparation techniques and assessment support to fully prepare students for their IB exams
- Packed full of model answers, annotated exemplar answers and hints
- Worked examples show the step-by-step processes to follow to answer different kinds of exam questions

Very helpful! Covers all the material concisely with effective examples.

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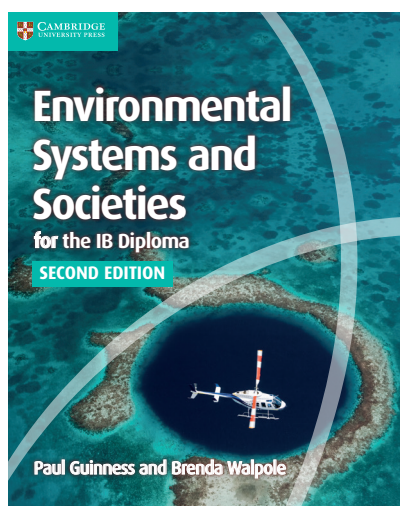
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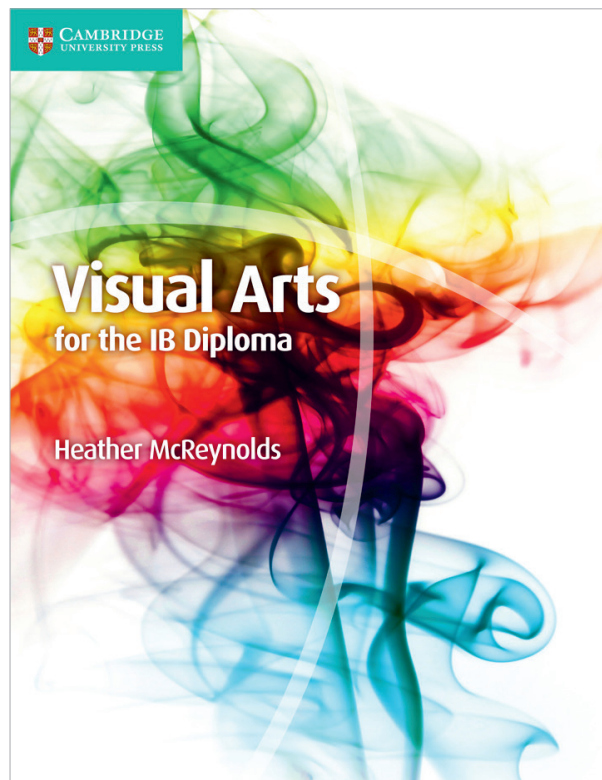
Heather McReynolds

IB Diploma Visual Arts syllabus for examination from 2016.

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- International case studies link students' learning to real-life examples from around the world
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- Definitions of key terms alongside the text support students where English is not their first language

Coursebook	978-1-107-57706-0
Digital Coursebook (2 years)	978-1-316-64110-1



It is a rare thing for a textbook in art to be available, let alone one that could so readily reduce the countless hours spent selecting comparable materials to present; while additionally clarifying the understanding of the instructor's role as facilitator, student's role in inquiry learning, and the general 'IB-ness' of the course.

5 star Amazon review by IB Visual Arts teacher

These pages are from Visual Arts for the IB Diploma

TOK questions included throughout to encourage students to make links between visual arts and Theory of Knowledge.

Definitions of key terms included alongside the text to support students where English is not their first language.

5

Developing focus

ACTIVITY 5.3: ART AND ETHICS, A HISTORICAL PERSPECTIVE

Look up some of these famously controversial artworks of the last 150 years, keeping in mind the historical context: when the work was made, and what was acceptable then.

- What moral responsibilities does the artist have, or not have? Are they different from any other knower?
- To what extent does the artist have a moral obligation to avoid or confront issues that might shock or be contrary to most people?
- Do you think controversy is important for an artwork to have a strong impact? Why do artists often rely on the shock factor?
- What do we expect from art? Truth? Seduction? Provocation? Beauty?

Genre: A category or artistic style that involves a set of characteristics.

Dada: A 20th-century movement in art and literature based on irrationality and the upending of traditional artistic values.

Figure 5.11: Visual journal pages by student Polina Zakharova exploring the significance of Dada, and its application across different media. She looks at the collages of Berlin Dada artist Raoul Hausmann and draws parallels with her own experiments in collage and mixed media.

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Art genres and styles

CONSTRUCTIVISM

1915-1940

ORIGIN: RUSSIAN AVANT-GARDE, HOWEVER, SOON INTEGRATED INTO CONTEMPORARY IT WAS A DEVELOPMENT OF SOVIET FUTUREISM (CHARACTERISTICS OF THE THINGS & THE STYLES).

- COMPLETE ABSTRACTION
- NO EMOTIONAL ART
- MINIMAL
- TIGHT, NEAT, ORDERLY, WITH VISUAL PURPOSE (ENTERED)
- GEOMETRIC SHAPES, BASIC ELEMENTS
- NO PERSONAL FEELINGS OR PRIORITIES
- ORDERLY STYLE OF ART, AS THERE WAS A NEED FOR UNDERSTANDING, UNITY & ORDER (ARTISTS WERE WORKING TOGETHER)

IMPORTANT INDIVIDUALS: LADINSKY, PISTOL, KANDINSKY, HARKINSON, EL LESTER, etc.

5.4 Art genres and styles

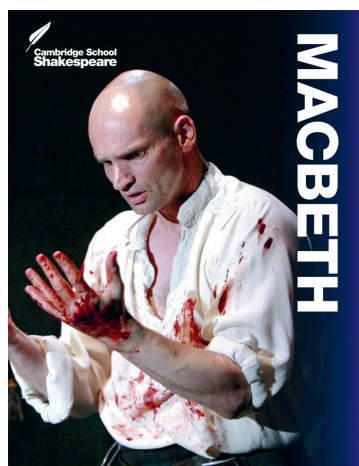
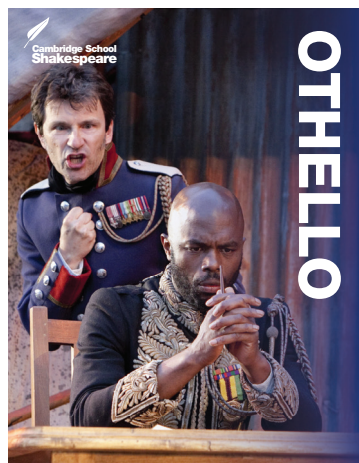
Becoming familiar with various art genres and styles will open up new possibilities for making connections with your own work. As you discover artists and investigate them further, you will be able to identify your influences and sources of inspiration when you write your curatorial rationale (discussed in Chapter 9). This research can also be included in your PP (Chapter 8) and may lead to developing ideas and content for your CS (Chapter 7).

Figure 5.12: Visual journal page by former IB student Anastasia Leonovich, investigating the characteristic themes and styles of Russian Constructivism. This art movement was relevant to her interests in geometric shapes, order, structure and eventually architecture. (Anastasia is now an architect.)

Constructivism: An art style and movement that originated in Russia in the 1920s and has influenced many aspects of modern architecture and design.

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Examples of students' work help learners with the assessment requirements.



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Founding Editor: Rex Gibson

Cambridge School Shakespeare helps you deliver an active approach to classroom Shakespeare, enabling students to inhabit Shakespeare's imaginative world in accessible and creative ways.

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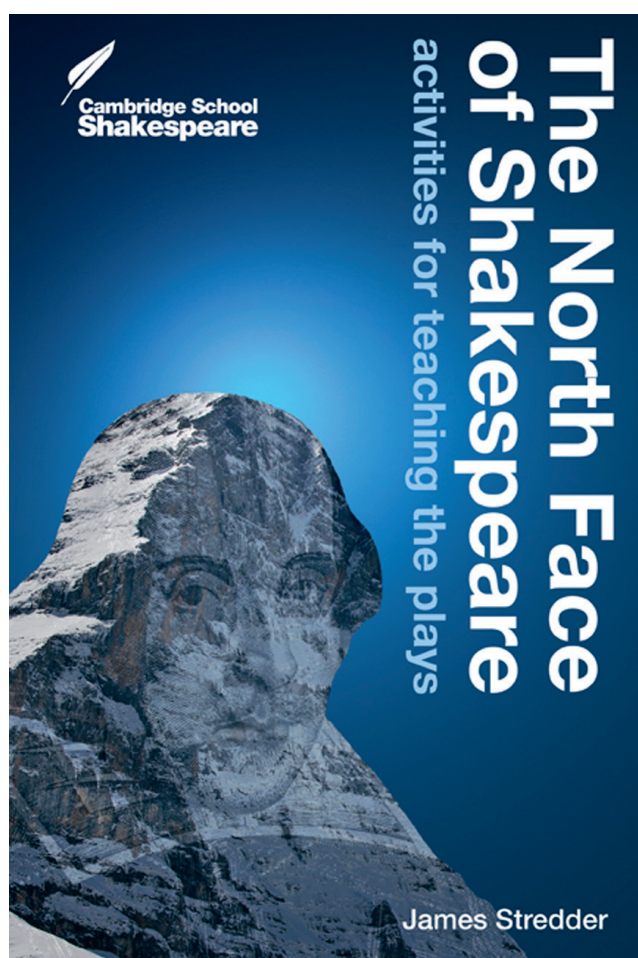
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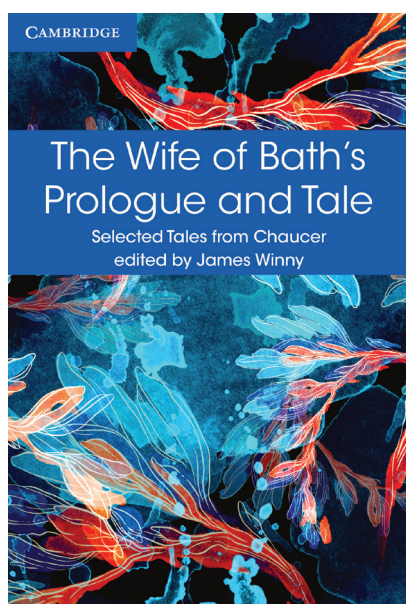
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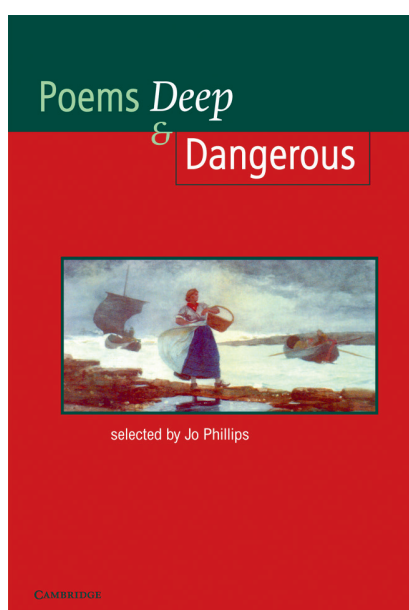
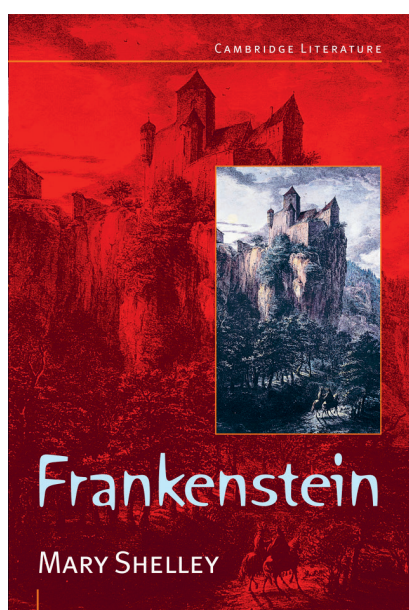
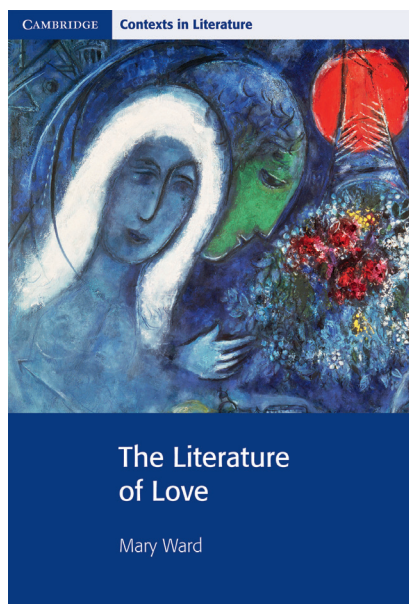
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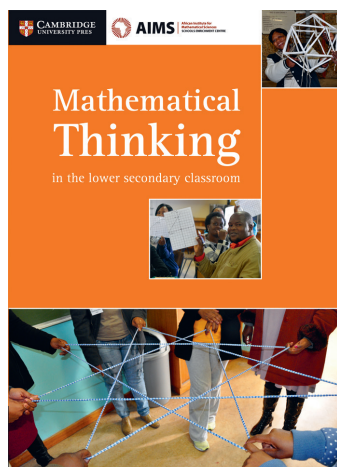
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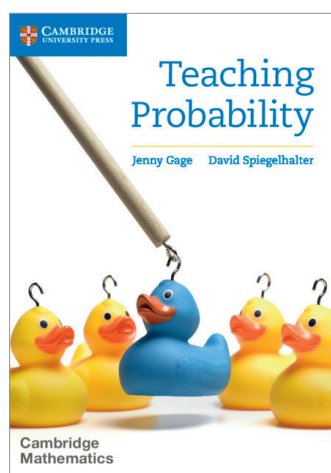
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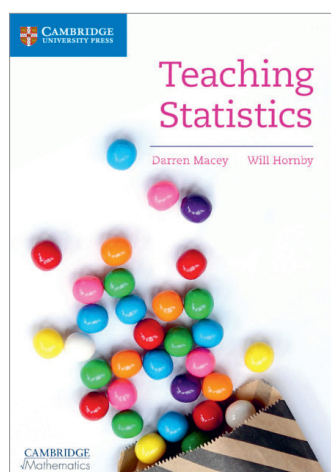
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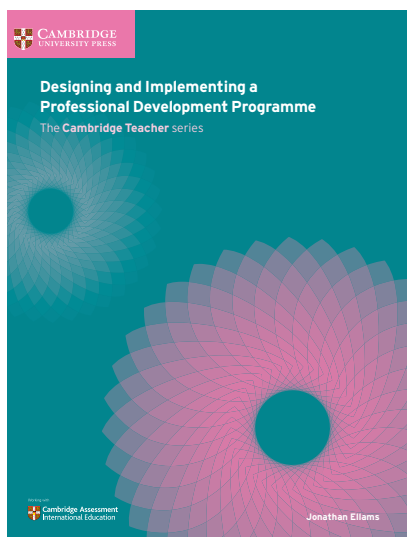
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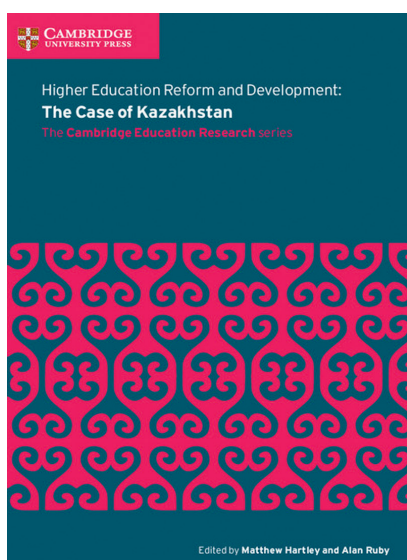
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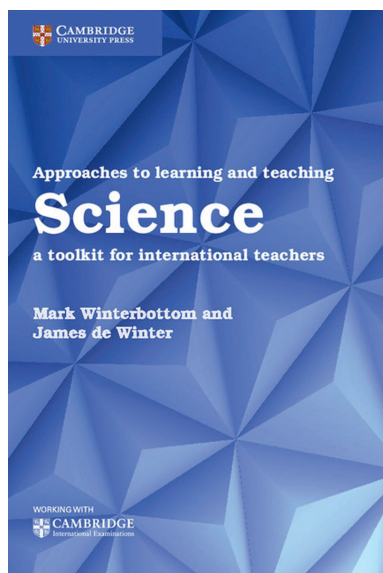
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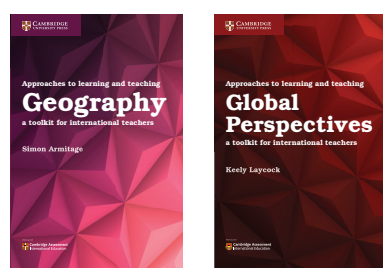
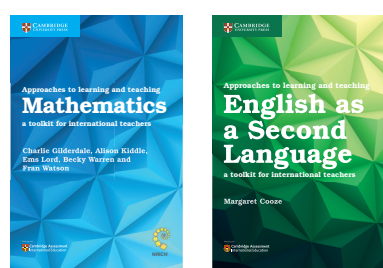
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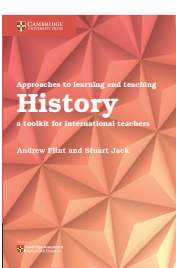
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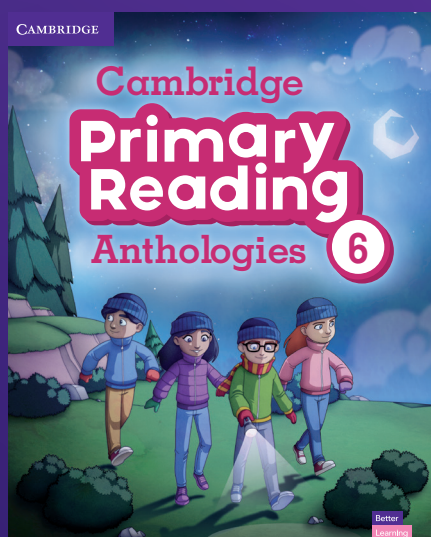
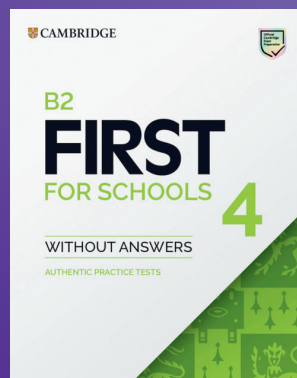
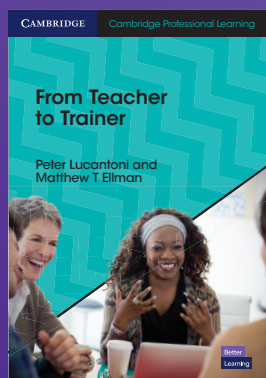
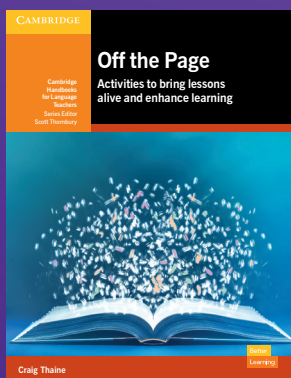
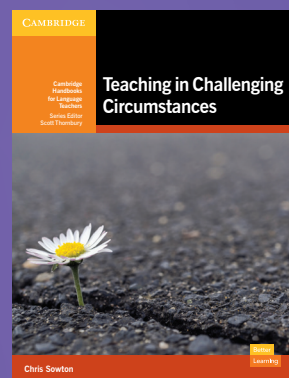
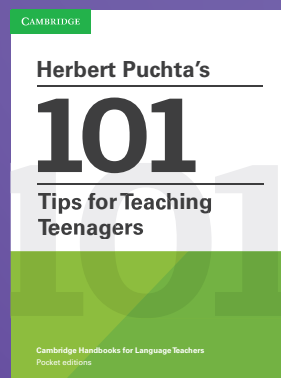
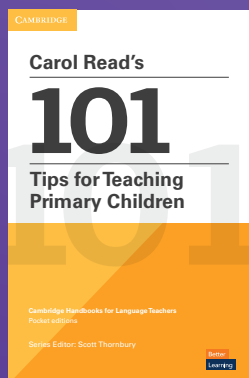
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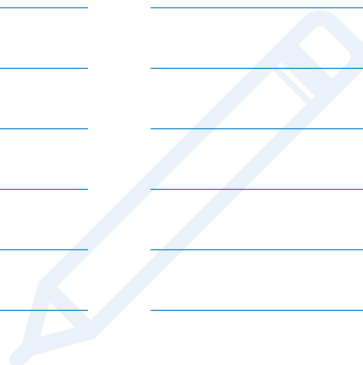
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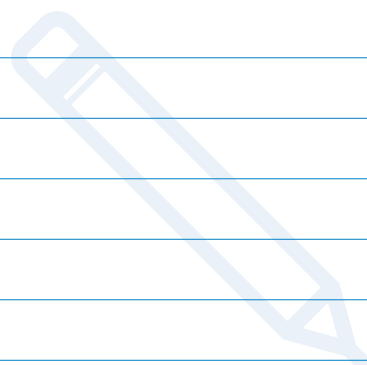


Notes



Notes

This image shows a full page of white paper with horizontal blue lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a faint, light blue outline of a pencil, angled diagonally upwards towards the left. The entire page is otherwise blank.





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